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ABSTRACT

This booklet describes a counseling and guidance program (The Extended Family) designed for disadvantaged and handicapped vocational education students at Fresno City College, California. The following sections are provided: program rationale; program overall objectives; sub-objectives for each overall objective; characteristics of personnel to be involved; criteria for the evaluation of program effectiveness; student's personal contact for membership in the Extended Family Program; general recommendations for the program implementation; the Extended Family model of counseling and guidance; implementation functions and time line; narrative of implementation functions; and budget narrative. (JH)

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Project: MOBILITY

A Federally Funded Research and Design Project
for
Disadvantaged and Handicapped Vocational Education Students

(grant #G007603888)

THE FOLLOWING IS A COUNSELING AND GUIDANCE PROGRAM
DESIGNED TO
ELIMINATE AFFECTIVE HURDLES TO STUDENT SUCCESS

The Extended Family

Counseling and Guidance

Extended Family Committee:

Mr. Arturo Amaro
Mr. Walter Brooks
Ms. Monica Brown
Ms. Betty Coulter
Mr. William Day
Ms. Celia Gomez
Dr. Gary Graham
Ms. Beverly McCombs
Mr. Kehinde Solwazi

Committee Consultant:

Mr. Ward L. Corrigan

Project Director

Mr. Richard Handley
Associate Dean of Instruction
for Occupational Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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June 1978

Fresno City College..1101 E. University Ave...Fresno, CA - 93741...(209) 442-4600

CE 019 821

THE EXTENDED FAMILY

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INTRODUCTION TO THE EXTENDED FAMILY

The objective of this introduction is to provide you with a frame of reference for all of the materials you are about to review.

Four months of intensive work by our committee of educators, counselors, students and community members has resulted in the development of an intensive student support system which we have come to call the Extended Family. Its architects have been from the Native American, Black, Chicano, and White communities; and our single focus has been to eliminate any hurdles which are keeping disadvantaged and/or handicapped students of our same heritage and life experience from taking advantage of and succeeding in the five vocational education programs included in the Fresno City College Research & Design Project.

We have tried to use both our heads and our hearts to build a human support system that will intensively work with students as individual people, surround them with an environment of genuine caring, and provide them with carefully designed programs and services that can help them go from where they are to where they wish to be in life.

The Extended Family has been developed to serve the total person. This means that we are concerned with the cognitive, affective and psychomotor portions of each student; but with a very special emphasis on the affective or feeling side of the student. The Extended Family does not intend to tell students what they should be doing with their lives; but, we do intend to educate the students on the range of opportunities available to them, help them specifically define their objectives, give them the cold hard fact regarding what they will have to do to achieve their objective, and, given a total commitment on their part to take the necessary steps, provide them with any and all support that they will require to achieve their objective.

The Extended Family is a completely STUDENT CENTERED support system. Until the student succeeds, we have failed. Until the student's needs are reconciled, we must change our methods and means of serving that student. Until the student openly and successfully relates with the people involved in the Extended Family, we must change the people who are involved.

The Extended Family is dedicated to helping replace dependence with independence, system reliance with self-reliance, self-doubt with self-esteem, cultural confusion with cultural pride, aloneness with a sense of belonging and under or unemployment with full and rewarding employment.

The Extended Family asserts that there are significant differences between the needs of different minority disadvantaged and/or handicapped students. We further assert that students from these differing life experiences are more likely to seek and accept assistance from someone who has shared those same experiences. For these reasons, we have very deliberately structured our Extended Family to include counselors and peer counselors from all of the ethnic peoples represented by the students we will be serving. We have also deliberately structured our family to be responsive to the unique differences which exist between men and women from these peoples, and identified those characteristics that people implementing the Extended Family will have to have to distinguish

themselves from "instant or closet" ethnic peoples. We have also included people with extensive experience in assessing and reconciling the needs of students with a wide array of physical handicaps.

Our objective is not to segregate students and counselors into ethnic peoples of the same life experience. We are not saying that only a person from a particular ethnic background and life experience can help a student from that same experience and background. We are, however, deliberately making sure that if there is such a need on the student's part, we are prepared to reconcile that need. Our ultimate objective is to assist the student in becoming strong enough, successful enough, self-reliant enough and culturally proud enough to relate successfully with all people. We are realistic and experienced enough, however, to know that this isn't presently true of most of the students with whom we will be working. Again, let us stress that the Extended Family is singularly STUDENT CENTERED. The student will ultimately determine the characteristics required of the counselors with whom he/she will relate. Our challenge and the intent of our efforts has been to accurately enough anticipate the range of these student needs to provide the personnel, programs and services that will be required to meet the student's needs. Ours will be a collective effort; but it will also dignify the requirement to use different, innovative and varied approaches to successfully serve the unique needs of different students.

We believe that the Extended Family program that we have designed comes closer to achieving these objectives than any other program of which we are aware. Only our implementation of this program can verify this belief, but we have confidence in the preparation and planning we have completed; and the process of continuous evaluation and revision that we will employ throughout our implementation of the Extended Family.

In the pages that follow, you will be provided with our rationale, general objectives, specific objectives, criterion for evaluating success, characteristics of involved personnel, student contract, and recommendation on how to most effectively implement the Extended Family.

We hope that the work we have completed can serve as a starting point for your development of a similar student support system at your school.

Respectfully submitted,

THE EXTENDED FAMILY COMMITTEE

Arturo Amaro	Celia Gomez
Walter Brooks	Gary Graham
Monica Brown	Beverly McCombs
Betty Coulter	Kehinde Solwazi
Bill Day	

Ward Corrigan, Committee Consultant

RESEARCH AND DESIGN PROJECT
"EXTENDED FAMILY CONCEPT"

Rationale

Presently, even with the existence of a number of programs and services on campus, the following are general tendencies of a number of disadvantaged and/or handicapped students at Fresno City College:

a. They lack a positive self-concept.
b. They lack a sense of commitment (low retention in programs).
c. They lack discipline.
d. They lack a sense of being a part of something.
e. They lack the ability to relate to teachers.
f. They have low economic status.
g. They are perceived from the outside as having low social status.
h. They have low educational achievement.
i. They are marginally employed or unemployed.
j. They have limited participation in community organizations.
k. They have limited immediate potential for upward mobility.
l. They have a more practical orientation to college life than do their peers.
m. They are not sufficiently sure of themselves to venture into new and untried fields.
n. They are less confident of their academic abilities than are their peers.

The following general tendencies are true in the relationships that some teachers have with disadvantaged and/or handicapped students:

a. They have difficulty relating to these students.
b. They have difficulty identifying with these students.
c. They are unaware of unique cultural/physical differences and even display class and racial bias.
d. Some are aware of the unique needs of these students but are not willing/able to respond to them.

The Committee believes that the above tendencies contribute to the inability of some disadvantaged and/or handicapped students to succeed at Fresno City College. We believe that a carefully designed family-like support group on campus made up of professionals and students who have shared some of the students' experiences and concerns and who are committed to removing these obstacles can help these students deal with the general tendencies identified above and assist them in achieving whatever objectives they have set for themselves. We believe such a family group could create value in the student's eyes for the existing Fresno City College programs and services. It could also provide the positive reinforcement needed by students to remain in and succeed in these programs.

Other existing programs and services may provide the disadvantaged and/or handicapped students with opportunity, but this extended family group would attempt to instill and reinforce the feelings and attitudes which would motivate these students to become involved in and take advantage of the existing opportunities at FCC.

Research and Design Project, "Extended Family Concept"
Rationale (Continued)

The extended family group would seek to instill and reinforce the following characteristics through a combination of existing and new programs/ services which would be supported by continuous and close personal contact with the students:

a. self-reliance
b. group-reliance
c. pride
d. responsibility
e. accountability
f. initiative
g. motivation
h. communication
i. cooperation
j. a sense of belonging

It is the belief of this Committee that reinforcing these attributes in an atmosphere of caring would help students endure the hassles of any given program and instill in them a desire for success, excellence and achievement for both themselves and their community.

This family group would not seek to replace existing Fresno City College programs and services. It would seek, through intensive personal attention to the students, to provide an environment in which the hard truths relating to discipline, the need for remedial help, the difficulty of the programs they are involved in, and things that would have to be given up in order for them to succeed in their selected programs can be communicated to the students, reviewed by the students, and acted upon by the students in a constructive way.

RESEARCH AND DESIGN PROJECT
"EXTENDED FAMILY CONCEPT"

Overall Objectives

1. Develop in students the capability to perform a self-inventory of their strengths/weaknesses and constructively use what they discover to help achieve their objectives.

2. Develop in students the capability to effectively use the academic resources available to Fresno City College (on campus and in the community).

3. Develop in students the capability to coordinate their use of the full range of noninstructional services available at Fresno City College.

4. Develop in students the capability to identify their goals/objectives and the actions they must take to achieve them.

5. Develop in students the capability to assess and improve their mental outlook and characteristics so that they will be able to accomplish any goal/objective they set.

6. Develop in students the capability to adjust to the social and academic environment of Fresno City College.

7. Develop in students the capability of feeling that they are an important part of something larger than themselves.

8. Develop greater cooperation and coordination between community resources and the students (students go to the community; community comes to the students).

9. Develop the Extended Family as a viable and permanent component of Fresno City College (regardless of funding source).

RESEARCH AND DESIGN PROJECT
"EXTENDED FAMILY CONCEPT"
SUB OBJECTIVES

Overall Objectives #1

DEVELOP IN STUDENTS THE CAPABILITY TO PERFORM A SELF-INVENTORY OF THEIR STRENGTHS/WEAKNESSES AND CONSTRUCTIVELY USE WHAT THEY DISCOVER TO HELP ACHIEVE THEIR OBJECTIVES.

1. Assist students to identify their own strengths, skills and deficiencies.

2. Assist students to identify and capitalize on all existing strengths that they have (i.e., academic, non-academic, social) and to use them as a resource they can build on.

3. Assist students to see the need to make up deficiencies, if there are any, before they embark on achieving their major goal.

4. Assist students to build a sense of internal discipline, including:

   a. study habits--meeting deadlines, setting time line for work (specific thing to be accomplished)
   b. taking responsibility and following through or achieving
   c. attending classes--punctuality
   d. assuming leadership role when required
   e. ability to make decisions

5. Assist students to develop a sense of general purpose, i.e., why they are at FCC, what purpose it serves in their lives.

6. Assist students to be able to separate useful and non-useful characteristics or behavior in terms of helping achieve their goals.

7. Assist students in identifying those things they do strictly because they always have even though they may not help achieve their goals.

8. Help students discover the source of responsibility for actions or problems--what part of the problem is created by the students themselves and what outside forces are responsible for actions/problems.

9. Assist students to deal with* interpersonal relationships:

   a. nature of relationships
   b. roles in relationships (leadership and team work)
   c. appropriate and inappropriate behavior (physical contact)
   d. personality defects that turn people off (i.e., manipulation, lying, overbearingness, egocentricity).

10. Assist students to develop assertive behavior appropriate to achieving their objectives.

*Operational Definition - Help students identify the specific problems they are encountering in any interpersonal relationship and help them to identify the steps to be taken to eliminate these problems. It also involves helping students see and use the potential benefits of interpersonal relationships in achieving their objectives.

RESEARCH AND DESIGN PROJECT
"EXTENDED FAMILY CONCEPT"

Overall Objectives #2

DEVELOP IN STUDENTS THE CAPABILITY TO EFFECTIVELY USE THE ACADEMIC RESOURCES AVAILABLE TO FRESNO CITY COLLEGE (ON CAMPUS AND IN THE COMMUNITY)

A. To assist students to successfully complete registration.

B. To assist students in using existing F.C.C. resources, specific to academic improvement, including:

1. Library
2. Tutoring Center
3. Media Center (including how to use machines, etc.)
4. Advisers
5. Teachers

so that they would know their location, functions, proper use, schedule of events, place in overall action plan and how to obtain access to these resources.

C. To assist students in using resources available in the urban community (formal and informal) including:

1. Community Centers
2. Public Libraries
3. Museums
4. Possible Places of Employment
5. Community Members who have unique, applicable skills and will share with the student
6. Non-Fresno City College programs of interest to the student(s) available at other schools/institutions

so that they would know their location, function, proper use, schedule of events, place in their overall action plan, how to obtain access to these resources, and how the family can help them take advantage of the resources.

D. To develop/enhance resources available to rural students, including:

1. Reference Materials (academic)
2. Transportation
3. Communication
4. Child Care
5. Remedial Assistance and Tutoring
6. Museums
7. Health Services, Nutrition

E. To develop a way that the extended family can be continually aware of whether or not students are following their action plan, through the use of all available resources.

F. To provide students with access to non-academic community services to handle the personal problems of students.

RESEARCH AND DESIGN PROJECT
"EXTENDED FAMILY CONCEPT"

Overall Objectives #3

DEVELOP IN STUDENTS THE CAPABILITY TO COORDINATE THEIR USE OF THE FULL RANGE OF NONINSTRUCTIONAL SERVICES AVAILABLE AT FRESNO CITY COLLEGE.

1. Develop in students the capability to take advantage of all noninstructional services at Fresno City College, including when, where, how to take advantage of them in order to achieve personal objectives. These services would include:

    a. aid student with financial planning

        1. use of Fresno City College's resources (federal, state, college)
        2. personal management of resources by the student once they are obtained (specific to home expenses and school expenses)

    b. aid student with counseling/advising

        1. proper use of FCC counseling and faculty personnel, including:

            a. determining personal/employment goals/objectives
            b. determining academic goals/objectives
            c. solving academic problems encountered in class
            d. aid to the student in times of difficulty or crisis (emotional and psychological rather than academic)
            e. instruct student in the continuous preventive services available (rather than waiting until small problems combine into large ones, deal with them as they arise)

        2. increase the availability of nonacademic counseling to students
        3. provide access to ethnic counseling specific to family (mom and dad, etc.) and marriage problems

    c. aid student with health:

        1. health services
        2. nutrition (access/relevance)
        3. physical fitness/physical abuse

    d. job placement

        1. part-time job
        2. careers

    e. veterans program

    f. (PINTO) ex-offenders program

Research and Design Project, "Extended Family Concept"
Overall Objectives #3, Continued

g. EOPS (Extended Opportunities Programs and Services)

1. financial aid (child care, book loans, personal loans)
2. tutoring - basic skills (reading)
3. recruitment
4. retention in program
5. ethnic programs

h. Enabler

1. financial
2. testing

Learning Disabilities Program (Janice Emerzian)

1. depth perception
2. psychomotor
3. testing
4. developmental service

i. transportation

1. use of existing vehicles - expanding services
2. acquiring financial support for public transportation where needed

j. student government

1. opportunity to provide leadership
2. opportunity to tap into student support

k. faculty association (La Raza, Black faculty and staff, American Indian association)

1. educate other faculty in sensitization to disadvantaged students
2. push for hiring of ethnic staff
3. represent student position
4. provide role models

l. Career Centers Program

m. student organizations - Pan African Student Union, MECHA, AIP (American Indian Programs)

2. Help students select the appropriate noninstructional resources.

3. Direct students to the appropriate (existing) service.

4. Support the students as they use the appropriate noninstructional resources.

5. Coordinate all involved services so that each sees the role they are playing in relation to the total services being used by the students.

RESEARCH AND DESIGN PROJECT
"EXTENDED FAMILY CONCEPT"

Overall Objectives #4

DEVELOP IN STUDENTS THE CAPABILITY TO IDENTIFY THEIR GOALS/OBJECTIVES AND THE ACTIONS THEY MUST TAKE TO ACHIEVE THEM.

1. Develop in students the planning skills needed to define their goals/objectives and action plans.

2. Provide students with a total orientation of the particular area or career they plan to pursue (including visitation or experience) and the hard truths about the work it would take to accomplish that goal.

3. Assist students to plan and organize their career preparation in a very step-by-step fashion and reassess their goals/objectives and make changes based upon an appropriate rationale for the change.

4. Assist students to realize they are preparing for a job and the setting of goals/objectives is serious business.

5. Assist students in being able to see the goals/objectives they are establishing for themselves in light of the future impact they could have on improving their community or filling a "skill gap" that exists in the community.

6. Assist students to see the relevance of each course required for the achievement of their goals/objectives.

7. Assist students to set their sights as high as their motivation and skills can potentially take them.

8. Open up the range of potential employment available to students (including vocational/occupational jobs) and encourage students to consider non-traditional jobs.

RESEARCH AND DESIGN PROJECT
"EXTENDED FAMILY CONCEPT"

Overall Objectives #5

DEVELOP IN STUDENTS THE CAPABILITY TO ASSESS AND IMPROVE THEIR MENTAL OUTLOOK AND CHARACTERISTICS SO THAT THEY WILL BE ABLE TO ACCOMPLISH ANY GOAL/OBJECTIVE THEY SET.

A. Assist students to develop a positive self image, esteem, or belief in self (make students feel good about themselves).

   1. Assist students to achieve "self-actualization" or working to achieve their full potential in relation to their identified needs/objectives and those of their community.

   2. Assist students to see themselves as total persons with unique/distinct characteristics that they can contribute to achieving their objectives and those of their community.

   3. Enable each individual to gain a sense of pride and motivation by emphasizing the positive values in the unique culture of minority disadvantaged students.

B. Assist students to perceive the part that their particular spiritual or secular beliefs play in their life (religion/nature/spiritualism/humanism) and in the achievement of their objectives.

C. Self-Reliance

   1. Assist students to see that:

      a. They are the captains of their own ships. Their aspirations/objectives are not imposed from outside; they set them. Only the students can limit themselves.

      b. They must prepare for the time when outside support is limited or gone (programs, services, dollars).

      c. They can do it; they have a claim on the resources available.

      d. They must rely on their own resources first; they must look to themselves, not outside; they shouldn't, however, be afraid to seek help once they have reached their limits.

   2. Students must commit themselves to complying with the course requirements and the time it takes to complete or realize goal.

   3. Assist students to see their "integrated self"--ability to accept their "distinct qualities" and use them in the achievement of their objectives.

   4. Assist students to see the "dignity of work" and help destroy work stereotypes that are standing in the way of their becoming self-reliant.

5. Assist students to develop individual responsibility to study and work to accomplish their goals/objectives.

6. Assist students to realize that they are preparing for employment and that their success or failure will translate into employment or unemployment.

7. Assist students to view failure as a normal part of living. It isn't the end. It just highlights a problem area that needs more work/attention/support.

8. Assist students to reconcile their unique social/cultural characteristics with what must be done to achieve their objectives (time, languages, etc.).

9. Assist students in seeing the importance of developing the communication skills necessary to achieve their objectives.

D. Group Self-Reliance - the Concept of "We". Assist the student to see that all characteristics of self-reliance identified in C can/must also apply to a group.

RESEARCH AND DESIGN PROJECT
"EXTENDED FAMILY CONCEPT"

Overall Objectives #6

DEVELOP IN STUDENTS THE CAPABILITY TO ADJUST TO THE SOCIAL AND ACADEMIC ENVIRONMENT OF FRESNO CITY COLLEGE.

1. Academic

   A. Study Habits - Assist students to:

      1. Study for the pleasure of learning and without distraction at least one hour per day. See the practical necessity of study in achieving personal objectives.

      2. Learn to appreciate most of their classes; understand that they will use them the rest of their lives. See the practical necessity of classes in achieving personal objectives.

      3. Learn to ask logical questions that will help them to master a concept, clear up confusions, or to help them be able to solve the problem at hand.

      4. Develop skills in decision making, problem solving and "learning how to learn." This must be a dynamic process of evaluation, challenging and processing information that can be applied to any learning situation.

      5. Work hard to get grades even if they don't like the course and the teacher.

      6. Know what is required of them for each class required toward the achievement of their objectives.

      7. See the teacher as a resource person, one whom they can direct or use in the achievement of their goals/objectives.

      8. Develop place(s) for study for members--individual and group--which meet their environmental need for effective study.

      9. Learn how to study, take notes.

      10. Learn not to be afraid to take tests. They must be made to see the continuing role testing will play in their future economic and social development.

      11. Be prepared to sacrifice their time in study to accomplish goals.

      12. Determine how the various academic supports available at F.C.C. (classroom, library, media center, tutoring center), etc.) can be perceived as positive environments that can promote a successful learning experience.

      13. Become informed of "large class" instruction situations and provide an alternative for them.

2. Social

   A. Help students identify the specific problems they are encountering in any of the following areas and help them to identify the steps to be taken to eliminate these problems:

      1. the classroom
      2. the lounge
      3. cafeteria
      4. dances, sporting events
      5. grounds, outdoor seating
      6. general extra-curricular (clubs)
      7. new social events created by the extended family environment
      8. meeting people and making friends

   B. Help students see and use the potential benefits of the social environments identified under A in achieving their objectives.

RESEARCH AND DESIGN PROJECT
"EXTENDED FAMILY CONCEPT"

Overall Objectives #7

DEVELOP IN STUDENTS THE CAPABILITY OF FEELING THAT THEY ARE AN IMPORTANT PART OF SOMETHING LARGER THAN THEMSELVES.

1. Develop group cooperation and commitment to goals set by the extended family.

2. Develop an understanding of the dynamics of conflict and competition in a group setting.

3. Develop collective responsibility to study, work, and share the needs (academic and/or personal) of individual participants and the group as a whole.

4. Develop in students the capability of sharing and expressing their successes and failures (academic and/or personal) with the group.

5. Develop in the group the capability to respond in a constructive fashion to the sharing of successes or failures of group members.

6. Develop in students a commitment to be a resource to other group members who need help; "each one teach one" when needed.

7. Provide students with education on the unique ethnic customs and cultural characteristics of their heritage.

8. Involve students in cultural experiences which enhance their personal and group understanding of, appreciation of, and pride in their cultural roots.

9. Involve students in intercultural events which enhance their ability to see the unique aspects of different cultures and the common threads that tie all cultures together.

10. Develop in the family a reliance on positive reinforcement to encourage success.

11. Assist students to deal with feelings of alienation and isolation specific to achieving their objectives.

12. Develop in students the capability to seek assistance from the family when difficulties are anticipated or when they occur.

13. Develop a "wholistic understanding" in students that they are a part of family, school, community, nation(s).

14. Develop self-reliance for the extended family as well as the individuals in the group. The family should engage in activities with the specific intention of developing a sense of group solidarity and collectivity.

15. Structure the opportunity for the family to interact with other groups state-wide who are seeking to achieve similar objectives.

RESEARCH AND DESIGN PROJECT
"EXTENDED FAMILY CONCEPT"

Overall Objectives #8

THE DEVELOPMENT OF GREATER COOPERATION/COORDINATION BETWEEN COMMUNITY RESOURCES AND STUDENTS (STUDENTS GO TO COMMUNITY; COMMUNITY COMES TO STUDENTS)

1. Develop the use of community leaders (business, street, spiritual) to reinforce/instill enthusiasm, value of the extended family concept to the student.

2. Develop the use of community people in/outside the classroom to demonstrate and reinforce the relevance of what's going on in the classroom

3. Tap into resources available from the urban community (financial, political, spiritual) to help the students achieve their objectives, including:

   a. grants from community to support students' efforts or special programs (CETA, EOC, City/State agencies)
   b. participation by community in student programs (in-kind services/help for students seeking careers in some businesses)
   c. in-service training on-site in the community
   d. involve students in community activities
   e. involve community in dignifying the efforts of the students and reaffirm to students the positive impact their hard work will have on the community
   f. develop on-going lines of communication with the community (for normal and emergency purpose)
   g. health services, nutrition
   h. child care
   i. housing
   j. transportation

4. Develop/enhance/coordinate community resources available to rural students, including:

   a. transportation
   b. child care
   c. grants/scholarships to support students' efforts or special programs
   d. participation by community in student programs
   e. in-service training of parents/community members to allow them to become involved in and support the efforts of the students
   f. involve students in related community activities, i.e., to what they can identify with
   g. involve community in dignifying the efforts of the students and reaffirm to students the positive impact their hard work will have on the community
   h. health services/nutrition
   i. housing

5. Develop the use of community people as role models for students.

RESEARCH AND DESIGN PROJECT
"EXTENDED FAMILY CONCEPT"

Overall Objectives #9

DEVELOP THE EXTENDED FAMILY AS A VIABLE AND PERMANENT COMPONENT OF FRESNO CITY COLLEGE (REGARDLESS OF FUNDING SOURCE)

1. Develop a contact between the family and potential Fresno City College students (junior high and high school). Recruit and educate these students on services and support available at Fresno City College. Focus on problem student.

2. Educate administrators/instructors on the unique strengths/problems/ customs of the various groups of disadvantaged students and how these affect instructor effectiveness and student success.

3. Help prepare the teacher to more effectively relate to/with the disadvantaged student; teacher should look at thte students as a potential success in their chosen fields but only through the devoted help of the teacher.

4. Obtain continuing support for required facilities, personnel, resources to implement the objectives of the extended family.

5. Development of methods of evaluation/accountability that demonstrate the effectiveness of the family's effort to assist students in achieving their objectives.

6. Establish lines/methods of communication between the administration/ instructors and extended family leadership so that they can have access to family expertise when dealing with disadvantaged students in the classroom. Lines/Methods must also be established for the family itself.

7. The development of some physical space specifically for carrying out the family's activities.

8. The creation of on-going staffing and leadership whose sole responsibility is the achievement of the extended family's objectives.

9. Establish strict regulations concerning confidentiality in the handling of information about the student.

10. Establish a strict code of ethics for all Extended Family personnel in their dealings with students, the community, the college and each other.

RESEARCH AND DESIGN PROJECT
"EXTENDED FAMILY CONCEPT"

Characteristics of Personnel to be Involved

The success or failure of the Extended Family effort will rest on the ability of the people involved to relate with the students being served. The students must accept assistance before it can produce any change. For these reasons, it is critical that the people selected to implement the Extended Family be the RIGHT people with the RIGHT background. In an attempt to define what we mean by "RIGHT", the committee has defined the following characteristics which all involved personnel should possess if they are to be a part of the Extended Family.

The first description that you will read came from Ms. Monica Brown, a Native American. Monica so effectively communicated the spirit of what the committee wants in personnel to be involved that it was decided that her work would serve as a general description which speaks for all ethnic groups from the Extended Family committee. It will be followed by more specific characteristics identified by the group. It is the intention of the committee that these characteristics serve as the basis for employment in the Extended Family program, when applied by the project director with the assistance of the Extended Family committee.

General Description of Personnel to be Involved

The people involved should have an ethnic background which matches the students they will be serving. I don't mean INSTANT or Closet minority representatives.

They must have had experience living in the same culture as the students they will be serving.

They must have the knowledge and experience of early childhood cultural shock, such as a child first entering school in an Anglo oriented school with all Anglo teachers and staff.

They must be knowledgeable on how they were able to cope with that situation. Question: Did this mar their personality or their way of life in any form? Was this the beginning of resentments? Such as self-doubt and self-hate due to the ridicule of teachers and children, which they weren't accustomed to, with their people. Also, was this the reason why they weren't more competitive in school.

Was their sensitivity harmed by feeling less than a human being. So that there was no motivation to try to be an outstanding pupil or a high achiever.

Was this the first major step taken in not caring or giving a damn at all if they passed their grades efficiently. Just as long as they could get away and quietly out of this dogmatic system or rat race of the city or town.

Were they envious of other children with their nicer things in life that money can buy, such as those nice lovely chothes you see in stores and store windows.

When they had to settle with hand-me-downs and thrift store specials. What about those beautiful homes with electricity and indoor plumbing and nice, green landscaped yards. With those new shiny automobiles that were out of sight.

How many times did they ponder on that question, as to WHY they couldn't live in that kind of style. When all they had to settle with was what their family provided. Which they'd rather blot out of their minds.

How about the times when they had very little to eat or nothing at all, due to sickness or alcoholism in the family. What psychological effect did all this have on them?

Was this the turning point in their life? As they grew older, they began to realize and understand that they had to work for a living in order to survive. Even a meager kind of job could barely make ends meet. Working in the agriculture fields was too hot and tiresome and paid very little with no fringe benefits of any kind. What about the jobs in the city and towns when they were able to get one. That still didn't satisfy their ego needs.

Were they subject to taking alcohol and drugs in large quantities in order to get peace of mind. When that didn't work, did they think they were caught in a web of despair and self-destruction.

One day--did it finally dawn on them, "why keep knocking your head against a brick wall?". There were far better ways to earn a decent living and that took EDUCATION.

When people have lived this kind of life and are still able to stand up on their feet, you will have no trouble in finding a successful counselor. They should have taken Human Relations, in order to be able to use the HELP approach. Use CATHARSIS. I need not list all the things we take in human relations. The person will know and be trained in what I'm talking about.

The stereotype person is out. You can have all sorts of degrees in education, but when you don't have human understanding and compassion for your fellow man, you are nothing. We are all human with all sorts of faults and make mistakes time and time again.

The people should be ones that students can look up to and respect. No giddy or gossiping people. They should be stable people and not emotional ones. You know the type, one day they are in a real good humor, but the next time you see them, they are ready to tell you off such as "Oh, don't tell me about your troubles, I've got enough of my own."

They should be knowledgeable of facts in situations, and know how to handle them. Be capable of mingling and associating with all nationalities.

They should have some sort of educational background.

The peers should be a little older. This will enhance some of the students not

to give up so easily and also make them realize it's never too late to start all over again (educational-wise).

Maybe it will touch the core or root of some young student's mind, to be able to look at that older person and think, "I don't want to wait until I'm that old to start or finish college. Why waste time and energy for a life span of misery with a family I can't even support."

"So what's a few years in college when there's a life time ahead. Be it successful or do I want it to go down the drain for nothing."

By and large, at least he or she has the opportunity to better his way in life.

There are other variables that I consider: such as the people should have effective communication skills as a resource person in the customized and academic programs and be able to make home calls and visitations in an informal manner. That's to enable the student to inject the reality of an education in a continuing basis. For instance, the student has difficulty in relating his true feelings of certain subjects in school. There are things he has to consider; first, his counselor is an employee of the institution, its doubtful he would go out of his way to solve the problem. That's going from one person to the higher up. Although the problem may be a minor thing in a professional point of view, you still have to consider that the student may have never got over his resentments and hurt feelings completely, which he experienced in his early childhood stage. There will be some kind of a compromise or collective bargaining with the student and counselor. Plus, this will enable the student to come out of his shell and stop hiding in it when he's around the campus. Just telling it the way it is often releases the tension that's been bottling up in him.

There are times when you can talk and counsel and use the help approach to a student. But you may as well tell the wind to stop blowing on a windy day because it will go in from one ear to the other. So what you do is you use the startling method for shock treatment in a mild form. Well, you don't give a damn about yourself or anyone such as family, friends, your people. There's little or nothing I can do for you then. You want to stay at this level, it's your life, Charlie Brown. Eventually, you'll end up being a bum or wino. There are other students that need help and want it. This kind of comment coming from someone of your own nationality and level stimulates and motivates the student. If this is coming from another race, it would be disastrous.

Specific Characteristics of Personnel to be Involved

1. Empathetic, understanding, respected by peers and students, and very creative (take what you have and make what you want).

2. Should exemplify honesty, self-discipline and self-respect for self and other.

3. A very stable person of high character.

RESEARCH/DESIGN PROJECT - Characteristics of Personnel (Continued)

4. Understands the family concept and is committed to its objectives.
5. A very warm person, approachable and personable.
6. Will accept people as they are.
7. Self-reliant, dependable, and is able to convey these characteristics to others.
8. Should be able to inspire and motivate others.
9. Must be appreciative of cultural groups other than his own.
10. Must be appreciative of and knowledgeable in their cultural heritage.
11. Must be an advocate of ethnic solidarity (support of the race).
12. Show a sensitivity and awareness to racism.
13. Extensive knowledge of social, political and cultural effects of oppression.
14. Should show competence in various counseling techniques.
15. Should have working knowledge of service institutions in community. (Head-start, community centers and their function.)
16. Rapport with leadership of these institutions within the community from which one might expect to receive help.
17. Person should be academically prepared to the extent that (he/she) can communicate effectively both oral and written.
18. Must be nonracist: must be able to accept and respect the differences of all family members and must have pride in their uniqueness but not to the exclusion of other races and cultures.
19. Peer counselor must be student in good standing at the college.
20. Must be a performance oriented person.
21. Must be able to tolerate ambiguity.
22. Must believe decisions come from within rather than from without--external vs. internal locus of control--field dependent vs. field independent.
23. Have a zest for life, for experiencing, for touching, feeling.
24. They must be prepared to risk involvement.
25. They must reach out for experiences.

RESEARCH/DESIGN PROJECT - Characteristics of Personnel (Continued)

26. They must not be afraid to encounter others or themselves.

27. They must believe that people are basically good, and given the right conditions, will move in positive directions.

28. Must have the ability to sense and accept merging roles.

29. Must be person-centered rather than subject or problem-centered.

30. Must be skillful in interpersonal, self-concept development.

31. Sympathetic, understanding, respected by peer group; knowledgeable about current problems faced by students.

32. Person willing to spend the time necessary to help with a problem (or just be available to talk).

33. Person who is open-minded and non-judgemental.

34. Someone who is easy to talk to and is accepting or tolerant of youth and is "with it." Accepting or tolerant of youth subcultures and/or counter cultures.

35. Someone with community awareness/consciousness.
    a. Knowledge of resources.
    b. Knowledge of problems and needs of the community.

36. Someone with social and cultural awareness/consciousness.
    a. Bicultural, multicultural person.
    b. Bilingual - English/Spanish and formal/street.

37. Successful experience in working with disadvantaged people in a social service setting.

RESEARCH AND DESIGN PROJECT
"EXTENDED FAMILY CONCEPT"

CRITERIA FOR THE EVALUATION OF EXTENDED FAMILY EFFECTIVENESS

It is the objective of the Extended Family to achieve the outcomes that will be identified below. In evaluating the effectiveness of our efforts, an evaluator must measure only those outcomes identified below and only measure them in the methods described. All programs and services utilized by the Extended Family will be directed at and selected according to student need and to achieve the following outcome, so to measure our success in any way other than as defined below would be invalid.

1) RETENTION OUTCOME:

In each of the five target vocational education programs in which students being served by the Extended Family are enrolled; there will be a positive difference between the average retention rate of Extended Family students enrolled for that semester and the combined average retention rate for disadvantaged and/or handicapped students who had been enrolled in those same vocational education programs for the period Fall 1976 through Spring 1978. Further, the average retention rate for students served by the Extended Family will at least equal the average rate of retention computed for all students enrolled in the involved programs and courses for the same period, Fall 1976 through Spring 1978.

The method of data collection and evaluation will be as follows:

Records of retention for all involved programs and courses will be obtained from the college's computer records. The data retrieved for each program and course will include:

a. retention rates for all students from the four semesters Fall 1976 through Spring 1978

b. retention rates for all students identified by SAM (Student Accountability Model) as disadvantaged and/or handicapped from the four semesters Fall 1976 through Spring 1978

c. retention rates for all students served by the Extended Family effort during the semester being evaluated.

Averages will be computed for each category of data identified above by course and total program. The average retention rate computed for "c" above will then be compared to those computed for "a" and "b" above. Any and all differences will then be noted, compared to the Extended Family Retention Outcome and presented as a written evaluation report.

2) PROGRAM COMPLETION OUTCOME:

In each of the five target vocational education programs in which students being served by the Extended Family are enrolled; there will be a positive difference

2) PROGRAM COMPLETION OUTCOME (continued):

between the average program completion rate of Extended Family students enrolled for that semester and the combined average program completion rate for disadvantaged and/or handicapped students who had been enrolled in those same vocational education programs for the period Fall 1976 through Spring 1978. Further, the average program completion rate for students served by the Extended Family will at least equal the average program completion rate computed for all students enrolled in the involved programs and courses for the same period, Fall 1976 through Spring 1978.

The method of data collection and evaluation will be as follows:

Records of program completion for all involved programs and courses will be obtained from the college's computer records. The data retrieved for each program and course will include:

a. program completion rates for all students from the four semesters Fall 1976 through Spring 1978

b. program completion rates for all students identified by SAM (Student Accountability Model) as disadvantaged and/or handicapped from the four semesters Fall 1976 through Spring 1978

c. program completion rates for all students served by the Extended Family effort during the semester being evaluated.

Averages will be computed for each category of data identified above by course and total program. The average program completion rate computed for "c" above will then be compared to those computed for "a" and "b" above. Any and all differences will then be noted, compared to the Extended Family Program Completion Outcome and presented as a written evaluation report.

3) GRADE POINT AVERAGE OUTCOME:

In each course from the five target vocational education programs in which students being served by the Extended Family are enrolled; there will be a positive difference between the average grade received by Extended Family students enrolled for that semester and the combined average grade received by disadvantaged and/or handicapped students who had completed those same courses for the period Fall 1976 through Spring 1978. This positive difference will also exist with cumulative grade point averages for all course work required by a program. Further, the average course grade and program grade point average attained by Extended Family students will at least equal the minimum standard established at the beginning of the semester as required for successful course/program completion by any student enrolled in that course/program.

The method of data collection and evaluation will be as follows:

Records of student grades for all involved programs and courses will be obtained from the college's computer records. The data retrieved for each program and course will include:

a. grades received by all students identified by SAM (Student Accountability Model) as disadvantaged and/or handicapped from the four semesters Fall 1976 through Spring 1978.

3) GRADE POINT AVERAGE OUTCOME (continued):

b. grades received by all students served by the Extended Family effort during the semester being evaluated.

An average grade will be computed for each category of data identified above; by individual course and combined courses required for program completion. The average grade and grade point average derived from the data provided in "b" above will then be compared to the averages derived from the data of "a" and any differences noted. The averages derived from "b" will then be compared to a written statement of minimum performance standards required for successful program/course completion, and any differences noted. These standards must be identified by the involved divisions and instructors, in writing, not later than 10 class days following the beginning of the semester. The findings from these two comparisons will then be compared to the Extended Family Grade Point Average Outcome and presented as a written evaluation report.

4) ATTITUDE REQUIREMENT OUTCOME:

There will be a battery of diagnostic attitudinal assessments administered to all students being served by the Extended Family effort. These assessments will identify any attitudes possessed by the student which are contrary to or below levels required for the successful achievement of the students educational/occupational objective. These attitude requirements would be determined by the diagnostic scales of the assessment instruments used; the Dictionary of Occupational Titles (DOT); the EUREKA Career Information System and the employment marketplace.

Predicated upon the full mutual implementation by the student and the Extended Family of supportive methods and means prescribed by the Extended Family to eliminate the identified descrepency, each student will be reassessed using the same instruments initially used. The scores on this second assessment will be at least at the levels originally identified as required for the successful achievement by the students of their educational/occupational objectives.

The specific assessment instruments to be used include:

a. California Psychological Inventory

b. Attitude Profile Index

c. Individual Topical Inventory

5) PERSONAL GROWTH AND FULFILLMENT OUTCOME:

There will be a battery of personal growth and fulfillment assesments administered to all students being served by the Extended Family effort. These assessments will identify any personal characteristics possessed by the students which are contrary to or below levels required for the successful achievement of the student's educational/occupational objective. These personal characteristic requirements would be determined by the diagnostic scales of the assessment instruments; the Dictionary of Occupational Titles (DOT); the EUREKA Career Information System and the employment marketplace.

Predicated upon the full mutual implementation by the student and the Extended Family of supportive methods and means prescribed by the Extended Family to eliminate the identified descrepencies, each student will be reassessed using

5) PERSONAL GROWTH AND FULFILLMENT OUTCOME (continued):

the same instruments initially used. The scores of this second assessment will be at least at the levels originally identified as required for the successful achievement by the students of their educational/occupational objectives.

The specific assessment instruments to be used include:

a. Zung Depression Scale

b. Emotions Profile Index

c. Individual Topical Index

6) REQUIRED SKILLS AND KNOWLEDGES OUTCOME:

There will be a battery of diagnostic basic educational skill assessments administered to all students being served by the Extended Family effort. These assessments will identify any basic educational skills and knowledges possessed by the student which are contrary to or below levels required for the successful achievement of the student's educational/occupational objective. These basic skill and knowledge requirements would be determined by the diagnostic scales of the assessment instrument used; the Dictionary of Occupational Titles (DOT); the EUREKA Career Information System and the employment marketplace.

Predicated upon the full mutual implementation by the student and the Extended Family of supportive methods and means prescribed by the Extended Family to eliminate the identified descrepencies, each student will be reassessed using the same instruments initially used. The scores of this second assessment will be at least at the levels originally identified as required for the successful achievement by the students of their educational/occupational objectives.

The specific assessment instruments to be used include:

a. ABLE, Levels I, II, III

b. Gilmore Oral Reading

c. Interamerica Test of Reading

d. Fresno Math Diagnostic Inventory

e. Specific Language Disability Evaluation

f. Quick Neurological Screening Test

7) EXTENDED FAMILY PROGRAMS AND SERVICES OUTCOME:

Specific written plans of action must have been completed, approved and filed for the achievement of all of the general and specific objectives identified for the Extended Family. The completion of these plans must preceed implementation and each must contain the following elements:

a. a specific statement of the objective(s) to be achieved by the plan of action, including:
   1. what is to be accomplished
   2. by whom

6) EXTENDED FAMILY PROGRAMS AND SERVICES OUTCOME (continued):

3. when the objective is to be achieved
4. where the objective is to be achieved
5. for what group the objectives is being achieved
6. the technique or method that will be used to measure the achievement of the objective
7. measureable/quantifiable criterion for the successful achievement of the objective

b. sequencing of all steps to be taken to achieve the objective

c. definition of personnel required to take the steps identified

d. definition of methods and means to be used to take the steps identified

e. a time line showing when each individual step will be completed and when all steps will be completed

f. exact definition of what it will cost to take each individual step and all steps combined (dollars).

g. definition of lines of responsibility and mutual accountability* in completing all identified steps

* mutual accountability- Pre-defined accountability of both operational and administrative personnel in the implementation of a plan of action; with operations being accountable for the achievement of the objective focused on by the action plan and administration being accountable for providing the resources and support necessary to achieve the objective. Unless both sides are accountable, neither side can be held accountable.

h. definition of administrative evaluation checkpoints along the way to insure success and provide the information required for timely "mid-course correction" in response to changing conditions or system failure.

i. written evidence of required approvals and support, prior to implementation (financial, personnel, materials, facilities, equipment, etc.)

j. written evidence of a final evaluation of whether or not the objective was achieved as defined and the plan implemented as developed.

k. written evidence of any revisions made in the steps taken to achieve the objective or made in the program/service following final evaluation.

The following represents a personal contract the students involved in the Extended Family would voluntarily enter into with themselves.

RESEARCH AND DESIGN PROJECT
"EXTENDED FAMILY CONCEPT"

PERSONAL CONTRACT FOR MEMBERSHIP IN THE EXTENDED FAMILY

In exchange for full access to the benefits and services that will be made available to me by the Extended Family,

1. I commit to full participation on a continuous basis for two semesters (_____) in the program derived by me and the
   dates of semesters
   Extended Family to achieve my goals/objectives. _____ (initial)

2. I commit to enter into a process of self-critique and constructive critique of other family members. _____ (initial)

3. I commit to share the positive and negative aspects of my personal history. _____ (initial)

4. I commit to honesty, frankness and sharing of personal fears, problems, needs, successes within the family. _____ (initial)

5. I commit to accept the unique problems of family members in confidence and with a spirit of wanting to help that person solve his/her problems. _____ (initial)

6. I commit to share my continuing success or failure in course work with family members as the basis for focusing the help they want to provide me. _____(initial)

7. I commit to finish all action I undertake and seek way to go beyond the minimum. _____ (initial)

8. I commit to self-discipline and the discipline of the group. _____ (initial)

9. I commit to accomplishment and achievement. _____ (initial)

10. I commit to pursue my goal/objectives with vigor, enthusiasm and pride until they are completed or until such time that I am able to give a rationale for wanting to change and redefine my objectives specific to that change. _____ (initial)

11. I commit to share with my community--to teach what I know and they don't and learn what they know and I don't. _____ (initial)

If I fail to keep any of the commitments I have initialed above, I understand that I may be asked to no longer participate in the benefits of the extended family.*

Signed: _____

* Note to Committee: Preceded by a carefully designed personal or group orientation, time to think, full understanding of the personal commitment being made by the person to him/herself.

Research and Design Project
Extended Family

GENERAL RECOMMENDATIONS FOR THE IMPLEMENTATION OF THE EXTENDED FAMILY

I. Interim Working Committee

A. Given the amount of work which will have to be done to implement the Extended Family by the Fall semester of 1978, the committee makes the following recommendation:

An interim working group should be formed to begin making the decisions and completing the steps necessary to implement the Extended Family objectives prior to full staffing. Committee members who wish to be considered for this work include:

1. Monica Brown
2. Walter Brooks
3. Arthuro Amaro
4. Beverly McCombs
5. Bill Day
6. Kehinde Solwazi
7. Betty Coulter
8. Celia Gomez
9. Gary Graham

B. It is the recommendation of the committee that the interim working group attempt to finalize the implementation of the Extended Family objectives, begin the design of a recruitment effort aimed at enrolling minority/disadvantaged/handicapped students in the five involved programs and design a readiness program for those to be recruited which would assist them in their transition and adjustment to Fresno City College, and serve as an advisory panel to the project director as he hires staff to implement the Extended Family.

II. Model of Implementation

A. The committee has reviewed three alternative models which could be used to organize the intensive personal attention to students required to achieve the families objectives. The first model reviewed was the SAM CHALUI student referral system developed at San Jose City College. The second model reviewed was a student identification/assessment/support model developed at Fresno City College for the Extended Family effort as part of the Research & Design Project. The third model reviewed was one presently in operation in the Enabler Program at Fresno City College.

It is the recommendation of the committee that the model of implementation adopted and used by the Extended Family be a combination of all three models reviewed. It should, however, most closely resemble the model presently being implemented by the Enabler Program and the model developed by the Research & Design Project. These two models seem more responsive to the student needs and the Extended Family objectives identified by the committee.

It is further recommended by the committee that the final system implemented must minimize paperwork for involved personnel but at the same time produce all information required to most effectively serve the students.

III. Personnel

A. The heart of the Extended Family effort is the quality of the intensive personal attention that will be provided for all involved students. This will be accomplished through a carefully designed counseling effort which employs both counselors and peer counselors.

The committee makes the following recommendations specific to counselors and peer counselors:

1. All involved personnel must be the product of an intensive screening process which assures that they possess the characteristics defined by the committee as necessary for participation in the Extended Family program, see "Characteristics of Personnel to be Involved." The authority to hire counselors and peer counselors rests with the project director. It is the recommendation of this committee, however, that the Project Director be strongly guided by the recommendation of the interim working committee. This committee shall represent the ethnic makeup of the target student population.
2. All involved personnel must be thoroughly in-serviced on the objectives of the Extended Family and committed to their achievement.
3. All peer counselors participating in the Extended Family must complete an intensive in-service training program designed to develop the skills/knowledges/attitudes required for them to effectively help achieve the family objectives.
4. The ratio of students being assisted by a peer counselor must be held to a maximum of 8 or 10 students to each peer counselor.
5. The ratio of students being assisted by a counselor must be held to a maximum of 250 students for each counselor.
6. The counselors and peer counselors involved in the Extended Family should have the achievement of its objectives as their sole responsibility.
7. There should be at least one counselor from each of the minority groups focused on by the Extended Family.
8. Peer counselors selected should reflect the ratios of ethnic and man/woman ratios present in the students being served by the Extended Family.
9. The number of counselors and peer counselors involved should be flexible to accommodate to changes in the numbers of students needing assistance. The maximum ratio of students to counselors identified in these recommendations should not be exceeded; but they also should not serve to define the maximum numbers of counselors and peer counselors to be involved in the Extended Family. The lower the ratio of students to counselors, the more effective the Extended Family program is going to be. All ethnic minority students involved in the Extended Family should have access to a counselor or peer counselor from that ethnic background and the number of students

being helped by each counselor should be as low as feasible.

IV. Coordination with Existing Counseling and Guidance Program

A. The long range intent of the committee, given success, is the campus-wide implementation of the Extended Family objectives and techniques. This would involve the existing counseling and guidance program. If this expansion occurs, a smooth transition will be critical to maintaining the effectiveness of the program. This requires that the existing counseling and guidance program be made continually aware of the efforts of the Extended Family.

It is the recommendation of the committee, therefore, that a systematic and continuous process be established to provide the total counseling and guidance program with an awareness of Family Efforts. The level and depth of this awareness will be determined jointly by the Extended Family and the counseling and guidance program.

V. Extended Family Coordination and Advisory Board

A. This committee is dedicated to the full implementation of the objectives of the Extended Family. This will require maximum effectiveness and effort from every part of the total research and design project, if it is to occur. Presently, the sole responsibility for implementation lies with the project director. He is the single source of direction, momentum and leadership. As it is presently structured, he alone determines the next steps of implementation and he alone would monitor the effectiveness of implementation. It is the belief of this committee that this model can be effective from a broad monitoring perspective but that a different structure should be considered to maximize the effectiveness and efficiency of day to day implementation and administration. This, we believe, would be true of both the Extended Family and instructional/remedial sides of the research & design project.

It is the recommendation of this committee, therefore, that a new level of administrative responsibility and authority be added to the research & design project for the implementation phase. This new level would be that of coordinator. It is recommended that there be two coordinators identified for the project. One would act as the operational director of the Extended Family. The other would perform the same function for the instructional/remedial portions of the total project. Although the intention of this committee is that all decision making within the Extended Family be of a collective nature, involving all people accountable for achieving its objectives; the Extended Family coordinators would serve as the spokesperson for the family and the responsible link to the project director.

The Extended Family coordinator would be one of the counselors hired for the Extended Family. He or she would have to possess the characteristics identified by this committee in our "Characteristics Of Personnel To Be Involved" and additionally possess, or be in-serviced in, the administrative skills necessary to effectively and efficiently coordinate the day to day Extended Family effort. It is our further recommendation that the

roles and responsibilities of the coordinator be sufficiently defined, organized and supported such that performing the required functions be a part time responsibility. The smooth and effective running of the Extended Family effort must not be affected but the majority of the counselors time (a minimum of 51%) must be free to work with students. If this balance cannot be maintained, then the Extended Family leadership must propose an alternative way of maintaining the balance of these two requirements of day to day administration and student counseling. We also recommend that the position of coordinator rotate from counselor to counselor on a yearly basis.

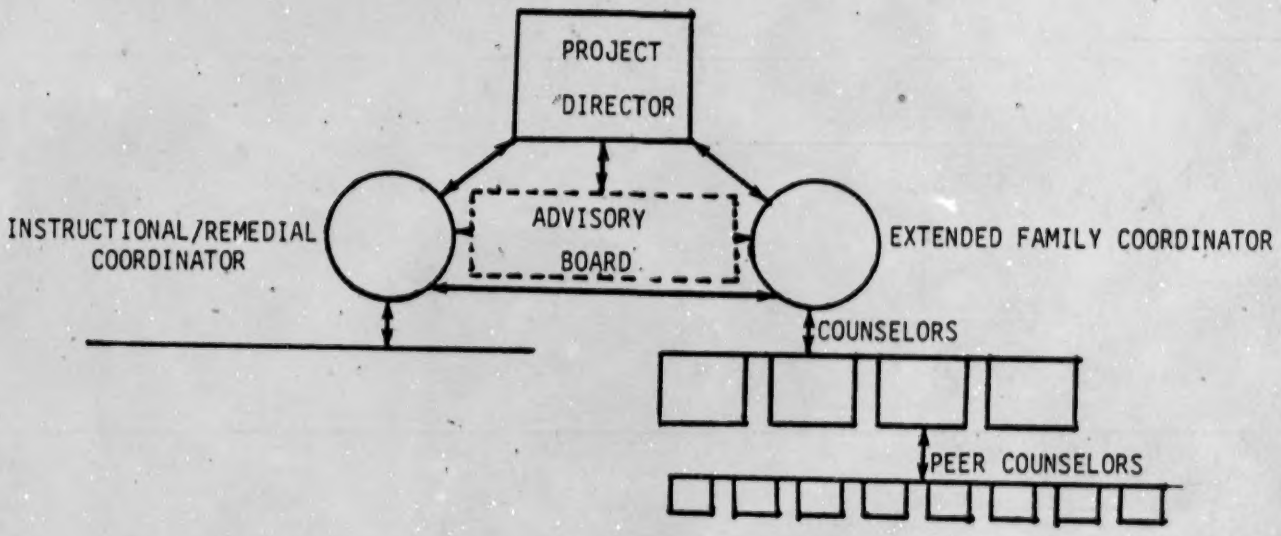
The specific skills and experience required for the coordinator of the instructional/remedial side of the total project and the functions performed by that person would have to be specifically defined by someone qualified to do so. It is the recommendation of this committee, however, that on a minimum basis this person should 1) be committed to the achievement of the objectives of the total project and the Extended Family; and 2) experienced and skilled in the development and implementation of criterion referenced or mastery oriented instructional/remedial programs.

The reason that the committee presumed to recommend the creation of a position not specifically part of the Extended Family, i.e. instructional/remedial coordinator, is that the efforts of the family will be closely tied to and dependant upon all parts of the research & design project. This requires close coordination of all elements of the project, not just the Extended Family, from the very beginning. We believe, therefore, that we must look at the TOTAL project when we deal with coordination.

B. It is the further recommendation of this committee that an advisory board be established for the research & design project. This board would be made up of people who have already been involved in the project, new people from on campus, community members and students. It would serve an advisory function to the project in general and the coordinators in specific. Its primary role during the years of implementation would be to assist in assuring that the specifics of implementation continue to match the intent of the designers and the needs of the students. It would have two distinct components. One focused on the Extended Family and the other on the instructional/remedial side of the project. Key program/service directors from the campus should be members of this board. Their membership, we believe, will aid in the smooth coordination and integration of project efforts with those already underway on campus, keep the campus aware of the projects efforts, contribute to the feeling of campus ownership in the project and significantly ease the transition to a campus wide effort, if or when such an expansion should occur.

The following organizational structure portrays the relationships

envisioned by the committee specific to implementation of the Extended Family and Research & Design objectives:



VI. Clerical Personnel

A. In reviewing attempts that have been made on other campuses to implement less sophisticated and less complex student support systems than that developed as the Extended Family; there were a few common constraints which arose and hindered the success of these programs. These constraints included: 1) ineffective coordination of day to day support of operations; 2) time delays in responding to student needs and recording required data; 3) overburdening of counseling personnel with clerical tasks; and 4) inadequate historical record keeping to allow for meaningful revision.

To reconcile these and other clerical constraints, the committee recommends that a full time clerical person be assigned to the Extended Family for the sole purpose of supporting the Extended Family effort. The skills and knowledges required for this person can be found in the attached job description.

It is the belief of the committee that such a highly skilled person could provide the support and operational continuity that would be needed to free counselors and peer counselors to work with students and, make the part time role of the coordinator feasible. He or she would

also assure the prompt processing and recording of needed information. This person would further perform an important role in documenting the efforts of the Extended Family such that they can be transported to other campuses.

VII. Decision Making

A. The reason that this committee was created was because standard methods of supporting disadvantaged and/or handicapped students have not been as effective as desired. Traditional approaches have failed to be responsive to the unique needs of these students.

Given this history, the requirement to use innovative and previously untried methods/means with these students seems clear. It is the recommendation of the committee, therefore, that the Extended Family leadership have wide degrees of freedom in their decision making as it relates to programs, approaches and techniques to be used to achieve the objectives of the family.

In addition, the committee recommends that the following guideline be adopted by the research & design project specific to decision making authority in implementing the Extended Family program.

1) the primary role of the project director in decision making would be related to questions of FEASIBILITY of implementing Extended Family programs and services, per prepared plans of action. This would include the allocation of funds, auditing of expenditures and thesecuring of additional funding as required. In situations where the feasibility of implementation is concerned, the final decision making power rests with the project director.

2) The primary role of the Extended Family leadership (coordinator advisory board, counselors and peer counselors) relative to decision making would be in determining the RELEVANCE of implementing a given program method/means. This would include deciding what types of programs or activities should be implemented, the qualifications of involved people, the sequencing of implementation and the most appropriate method/means of implementation. In situations where decisions in any of these areas must be made, the ultimate decision making power would rest with the Extended Family coordinator.

3) Decision making authority should be further decentralized to the counselor level. Central to the Extended Family concept is the belief that the effectiveness of and receptivity to assistance is greatly inhanced when that assistance comes from someone who shares a common heritage and background with the person being assisted. Also central to the Extended Family concept is the belief that a counselor who has shared a student's heritage and life experience is more qualified to identify that student's needs

and the most appropriate ways to reconcile those needs than is a counselor who has not shared these experiences.

In situations where decision making is required concerning the selection of appropriate or relevant methods/means for achieving family objectives with different students, the ultimate decision making power should rest with the professional counselor(s) who have shared the same heritage and life experiences as the student being assisted.

4) All decision making must be based upon the two concepts of "cost-effectiveness" and "mutual accountability". By cost-effectiveness we mean "achieving the identified objectives with the least amount of resources". By mutual accountability we mean "predefined accountability of both operational and administrative personnel in the implementation of an action plan developed to achieve a specific objective. As the developers of the action plans, operations will be held accountable to achieve the objective. Administration, however, must accept accountability to provide operations with the resources they identified in their action plan as required to achieve the objective, or redefine the objective".

All criterion of decision making must be open for inspection and meet the criterion established by the two concepts just discussed.

VIII. Facilities

A. The Extended Family effort is intended to be a continuous and multi-faceted program of student support. Its hours will probably be irregular and the activities it engages in varied. It is also anticipated that the Extended Family will initially be intensively working with approximately 500-600 students.

It is the recommendation of this committee, therefore, that a facility be made available for the exclusive purpose of conducting the Extended Family effort. It should be of sufficient size to allow for multiple small and large group activities going on simultaneously, testing, counseling, studying, socializing and program administration. It may be on or off campus but should be as near the campus as feasible.

IX. Financial Support

A. This is the first time that the Extended Family will have been implemented. Every effort is being made to systematically derive its plans of action and increase its effective and efficient use of resources. It is, nevertheless, a first time effort faced with many uncertainties concerning the exact programs/services/personnel required to achieve its objectives. This makes the accurate projection of required financial support impossible.

It is the recommendation of this committee, therefore, that the project director attempt to secure as large an amount of money as possible to support the implementation of the Extended Family. These funds would be disbursed to the Extended Family at the discretion of the project director based upon exact plans of action prepared for his review and approval for funding. These plans of action would possess all of the characteristics defined in #7 of the "Criterion For The Evaluation Of The Extended Family" and would be singularly aimed at achieving the pre-defined objectives of the Extended Family.

X. Computer Programming

A. The present computer program used to implement SAM (Student Accountability Model) identifies the number of men and women involved in various vocational education programs who are Black, Spanish and/or handicapped. This break out does not quantify all of the minority people with whom the Extended Family will be working and, therefore, does not provide all required information.

It is the recommendation of the committee that the information provided by the SAM System be expanded to identify two additional peoples by ethnic background and sex. These people would include: 1) Native Americans and 2) Asian/Oriental. In addition, it is requested that the heading Hespanic replace the existing heading of Spanish. The category of "other" should be maintained for identifying the number of all remaining students.

JOB DESCRIPTION FOR EXTENDED FAMILY CLERICAL PERSON

DEFINITION

Under general supervision of an administrative official, to perform a variety of specialized and difficult clerical and stenographic work; to relieve a college official of administrative and clerical details; and perform related work as required.

DISTINGUISHING CHARACTERISTICS

Positions in this class differ from those in the next lower class in the greater variety and amount of public contact, the higher degree of responsibility, and the general complexity of assignments. Responsibilities typically include budget and/or requisition recording, controlling and reporting duties; or preparation of staff employment records, in addition to reception, clerical, stenographic and administrative detail work for an administrative official. Responsibilities may involve District-wide coordination within a specialized area; may work with clerical assistants.

EXAMPLES OF DUTIES

Performs a variety of secretarial and clerical duties; interviews callers on routine matters in the office and over the telephone and furnishes desired information, refers callers to proper source, or arranges appointment with superior; maintains schedules of appointments; takes and transcribes dictation, including confidential material, consisting of letters, memoranda, reports, bulletins, etc.; prepares routine correspondence, referring to familiar sources when no policy questions are involved; reads and routes correspondence to superior; maintains files, records, and schedules, personally collecting required information; collects a large variety of data from office records for use by superior; prepares periodic reports and schedules which involve searching out data from various sources; operates office equipment; prepares ditto masters and mimeograph stencils; prepares purchase requisitions; may take and transcribe minutes of meetings. Students may be assigned to employees working at this level to assist with routine duties. Employees are expected to assign duties, review work upon completion, and provide on-the-job training.

MINIMUM QUALIFICATIONS

Knowledge of:

Office methods, practices, and procedures.

continued

Ability to:

Perform difficult and responsible clerical work, and make arithmetical calculations with speed and accuracy;
Learn and apply school district procedures, rules and regulations;
Compose correspondence independently;
Take dictation at a speed of 80 wpm;
Type at a speed of 50 wmp from clear copy;
Understand and carry out oral and written directions;
Maintain cooperative relationships with those contacted in the course of work.

Experience:

Three years in a secretarial position.

Education:

Equivalent to completion of the twelfth grade plus additional business and stenographic course work. One additional year of experience can be substituted for post high school course work requirement.

THE EXTENDED FAMILY MODEL OF COUNSELING AND GUIDANCE

INTRODUCTION

The following plan of action represents the specific steps which any institution would have to take in the implementation of a systematic student identification/assessment/support system which would provide disadvantaged, handicapped, and non-traditional vocational education students with the skills and knowledges necessary for them to successfully enter the job market place and achieve their independent survival point, i.e., producing resources in a quantity which at least equals their consumption.

This model was developed as a part of Fresno City College's Research and Design Project, "Project Mobility", for Disadvantaged and Handicapped Students.

Developed By

Richard H. Handley
Project Director

and

Ward L. Corrigan
Project Consultant

Narrative for the Implementation of a Student Identification/Assessment/Support System for Disadvantaged, Handicapped and Non-Traditional Vocational Education Students:

1.0 To assure that our efforts are directed at the right people and focused on the highest priority areas, we begin with a comprehensive Need Assessment of both potential students and the job marketplace. This assessment seeks to identify and substantiate the real, rather than perceived, needs which the college should invest its limited resources in reconciling. Out of this assessment will come a specific identification of the priority needs of the target group(s) selected, specific to vocational education, an identification of the needs which the college is presently capable of reconciling and those which they are not capable of reconciling.

2.0 Having identified the colleges capability to reconcile some or all of the priority needs of the target group, we would seek to involve them in the programs and services available at the college. This would be accomplished through the implementation of a carefully designed recruiting effort. The recruiting would be aimed at those people with the most critical level of need. It would single out the most effective ways of communicating with our target group, educating them on the opportunities that could exist for them through the college and enrolling them in the appropriate programs and services.

3.0 Following our recruitment effort, we must now identify the specific group of students which we will be focusing on. To do this, the following would be accomplished:

1) objective criteria would be established to identify disadvantaged, handicapped students and non-traditional, 2) appropriate ways of applying that criteria

to a target group of students would be developed or obtained, and 3) those students who met the criteria would be identified so that needed help could be provided.

4.0 Having identified the students to be served, we would identify the occupational/educational objectives which the students intend to achieve through their efforts at the college. At this step, we would assist the students in specifically defining what those objectives are and the personal benefits which the students believe they can derive from the achievement of those objectives. These benefits would include such things as salary, life style, job security, etc. This would provide us with an insight into the student perception of where they think they would like to go, occupationally, and why.

5.0 Having identified what it is the students wish to achieve occupationally and their perception of the benefits to be derived, we would now turn our attention to identifying the real-world requirements (skills/knowledges/attitudes) which the students would have to meet in order to achieve that objective. We would also provide the students with a projection of the employment and placement opportunities that would exist for them if they succeeded in achieving their objective. It is at this step that we define the real world for the students. This definition would include the expectations of employers, verification of these expectations from people actually employed in the area chosen by the student and a listing of the educational course work required at the college to develop the skills/knowledges/attitudes required for successful employment in the fields chosen by the students.

6.0 Having identified the occupational aspirations of the students and the

minimum standards required by the real world, we would now determine the degree to which the capabilities of the students match the requirements dictated by the real world. At this step, therefore, we will test the students to determine their actual skill/knowledge/attitude levels in those areas dictated by the real world as necessary for success in their chosen fields. This would serve as the basis for determining the support needs of the students in achieving their occupational objective.

7.0 With the data derived from testing in 6.0, we would now be able to compare the abilities of the students with the requirements dictated by the real world. This comparison will identify specific measurable differences which exist between the capabilities of the students and those required for success in their chosen occupational areas.

8.0 - 9.0 The primary objective of this system is to provide the students with all the support necessary for them to achieve their occupational objectives. At this point we translate any and all discrepancies which were identified in step 7.0 into specific and measurable support or course work objectives which the students would have to achieve in order to eliminate the identified discrepancies and achieve the chosen objectives. This step is crucial because it very specifically quantifies the exact nature of the existing discrepancies. This provides both the students and the college with an exact definition of where they would begin and where they must end in their efforts to achieve the identified occupational objectives. These objectives would include remedial academic objectives, course work objectives and attitudinal objectives. They would be everything the students would have to do to achieve their occupational objectives.

10.0 Given the objectives identified in 8.0 - 9.0, we would now select the most effective and efficient ways of assisting the students in achieving their support and course work objectives. In this step, we would identify all people/programs or services (on and off campus) which could be made available to the students to assist them in achieving their identified support and course work objectives.

11.0 Having identified all of the resources that could be brought to bear to assist the student (10.0), we would translate these into specific action plans which the students and college would implement to achieve the objectives of the students. These action plans would provide a sequence to all of the steps the college would be taking, the time lines of completion, and personnel who would be involved in assisting the students, progress check points along the way to assure successful progress, and a general budget identifying the investments that the college would be making to assist the students in achieving the stated objectives. These action plans would also provide the students with the total range of steps they would have to take to achieve their occupational objectives, the criterion of completion for each step and the investment the students would have to make (time, commitment, dollars, etc.) to complete all steps.

12.0 - 13.0 The students and counselors would then analyze the action plans to identify any hurdles that would prevent the students from implementing the plans as defined. These hurdles would include commitment on the student's part, transportation, legal, health, financial, family, psychological, time, and any other variable that could negatively impact on the efforts of the students. Following this analysis, the counselors would make all additions in the plans of action (personnel/programs/services) necessary to remove the hurdles that

were identified.

14.0 At this point, every effort would have been made by the project format to identify, anticipate and remove any obstacle to the success of the students. The only missing element at this point is commitment by the students to implement the plans of action that have been derived. This is the decision point for the students. The students must either commit to take the steps necessary to achieve their objectives or go back to step 4.0 and start all over again in the process of defining what it is they want to do and the steps they would have to take to achieve their new objectives. This establishes student accountability in the system and allows the students to proceed or recycle based on the full understanding of the facts. We believe that this can do much to reduce the start-stop, start-stop pattern seen in students who change their majors, after a significant investment by both themselves and the college, because they either didn't fully understand what they were getting into or they were not provided the support they needed when they needed it.

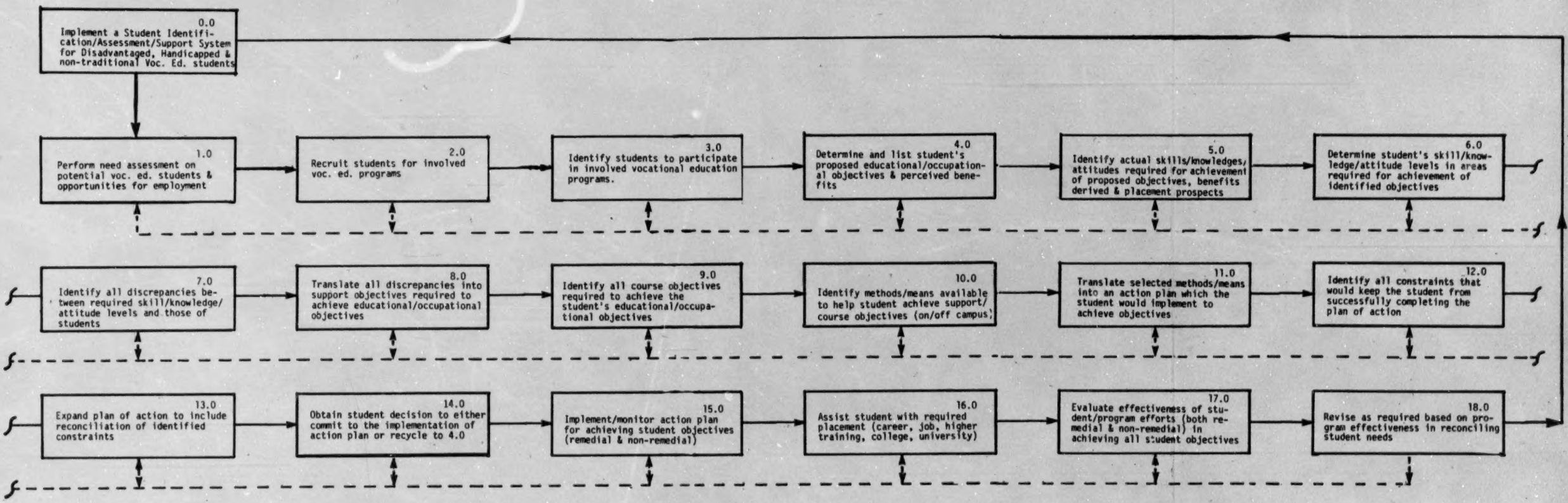
15.0 Given a full commitment by the students to follow the steps identified in the plans of action, all that remains to be done is to put the plans of action to work. In step 15.0, the college develops detailed implementation plans to coordinate all involved people/programs/services, implements the action plans and continually monitors their effectiveness so that any mid-course corrections necessary in the achievement of the student's objectives can be made.

16.0 The real pay off for all the effort put forth by the students and the college comes when those students made the transition from the college to the next logical step up in achieving their objective. This requires a carefully designed

and implement placement service to assist the students in making that transition. Some students will require assistance in securing career opportunities. Still others will require assistance in transferring to another institution or skill center. The placement service will be designed to provide all of the different types of placement assistance required by students. It will begin working with the students as early as is appropriate rather than waiting until the last minute. It will educate the students on what they must do to be successfully placed and will prepare them to satisfy these different requirements.

17.0 Following the complete implementation of the action plans and assistance with placement (15.0 and 16.0), we would perform a total evaluation of the system's effectiveness. Included in this intensive evaluation would be all people/programs/services identified in the action plans of the students and the implementation plans. The criterion applied in the evaluation would be those defined in each of the objectives that were stated for the effort.

18.0 Based upon the results of our summation evaluation and the identification of unreconciled or changing needs, we would identify necessary revisions in involved programs/services/personnel. We would make whatever revisions were necessary to remove the difficulties that were encountered, increase the effectiveness and responsiveness of the system, and simplify the process for future students at the college committeed to achieving the same occupational objectives.


0.0
Implement a Student Identification/Assessment/Support System for Disadvantaged, Handicapped & non-traditional Voc. Ed. students
1.0
Perform need assessment on potential voc. ed. students & opportunities for employment
2.0
Recruit students for involved voc. ed. programs
3.0
Identify students to participate in involved vocational education programs.
4.0
Determine and list student's proposed educational/occupational objectives & perceived benefits
5.0
Identify actual skills/knowledges/attitudes required for achievement of proposed objectives, benefits derived & placement prospects
6.0
Determine student's skill/knowledge/attitude levels in areas required for achievement of identified objectives
7.0
Identify all discrepancies between required skill/knowledge/attitude levels and those of students
8.0
Translate all discrepancies into support objectives required to achieve educational/occupational objectives
9.0
Identify all course objectives required to achieve the student's educational/occupational objectives
10.0
Identify methods/means available to help student achieve support/course objectives (on/off campus)
11.0
Translate selected methods/means into an action plan which the student would implement to achieve objectives
12.0
Identify all constraints that would keep the student from successfully completing the plan of action
13.0
Expand plan of action to include reconciliation of identified constraints
14.0
Obtain student decision to either commit to the implementation of action plan or recycle to 4.0
15.0
Implement/monitor action plan for achieving student objectives (remedial & non-remedial)
16.0
Assist student with required placement (career, job, higher training, college, university)
17.0
Evaluate effectiveness of student/program efforts (both remedial & non-remedial) in achieving all student objectives
18.0
Revise as required based on program effectiveness in reconciling student needs

1.0 Perform need assessment on potential vocational education students and opportunities for employment.

All steps identified below must be performed for each area to be assessed.

1.1 Obtain approvals necessary to design a need assessment process.

1.2 Identify general target(s) of assessment.

1.3 Define the objective(s) of the assessment procedure. Objective(s) must include the specific identification of: 1) who is to perform, 2) when, 3) where, 4) to accomplish what, 5) for what group (referent), 6) techniques for measuring achievement of objective and, 7) measurable criteria of successful achievement.

1.4 Develop implementation plan(s) for assessment procedures which include: 1) functions to be performed, 2) personnel to be involved, 3) responsibility and mutual accountability* of involved personnel, 4) time lines, 5) monitoring requirements (form, frequency, content, method, to whom, from whom), 6) method/means to be used, 7) program budget.

1.5 Obtain approvals necessary for implementation of assessment procedures, per the established plan of action.

1.6 Define "what is" for the areas/referents defined in the assessment objective(s).

1.7 Define "what should be" for each of the areas assessed, per the objective.

*Mutual accountability:
Predefined accountability of both operational and administrative personnel in the implementation of the action plan, with operations being accountable for achieving the objectives and administration for providing the resources and support necessary to achieve the objectives.

1.8 Define any discrepancies which exist between "what is" and "what should be" for each area assessed.

1.9 Translate all discrepancies into specific (quantified) statements of need (not solution strategies).

1.10 Prioritize identified needs according to relevance (criticality), identify highest to lowest priority targets for action.

1.11 Identify those needs which the college can reconcile through existing programs/services (on and off campus).

1.12 Identify those needs which the college cannot reconcile with existing programs/services.

1.13 Translate all needs which the college cannot reconcile into specific objectives which if achieved would enable the college to reconcile them. (Objectives must meet criteria established in 1.3.)

1.14 Reprioritize needs which the college can reconcile according to feasibility of using existing programs/services (on-off campus).

1.15 Identify exact targets of action to be pursued.

2.0 Recruit students for involved vocational education programs.

2.1 Define recruitment objective(s). Each objective must include the specific identification of 1) who is to perform, 2) when, 3) where, 4) to accomplish what (what programs involved), 5) for what group (referent), 6) techniques for measuring achievement of objective and 7) measurable criteria of successful achievement.

2.2 Specifically define the priority occupational needs of the recruitment target group.

2.3 Identify how the college satisfies the priority occupational needs of the target group.

2.4 Identify the alternative technique that could be employed to

communicate how the college responds to the target groups needs.

2.5 Identify any group characteristics from the need assessment that would enhance or limit the effectiveness of any of the possible communication technique.

2.6 Select the techniques of communication which most closely match target group characteristics.

2.7 Complete an implementation plan for the recruitment effort which includes 1) functions to be performed, 2) personnel to be involved, 3) responsibility and mutual accountability of involved personnel, 4) time lines, 5) monitoring requirements (form, frequency, content, method, to whom, from whom), 6) method/means to be used and, 7) program budget.

2.8 Obtain approval(s) required for implementation of the recruitment plan.

2.9 Implement the plan of action on a sample group to field-test its effectiveness.

2.10 Revise plan as required and fully implement recruitment techniques.

2.11 Complete enrollment with successful recruited members of target group.

2.12 Evaluate effectiveness in achieving recruitment objective (over or underachievement.)

2.13 Identify factors (positive or negative) which produced over or underachievement.

2.14 Revise objectives/techniques as required to achieve maximum continuing recruitment.

3.0 Identify students to participate in involved vocational education programs.

3.1 Identify criteria for being identified as disadvantaged/handicapped/

non-traditional.

3.2 Identify possible method(s) of identifying disadvantaged/handicapped/ non-traditional student using criteria from 3.1.

3.3 Select/obtain methods/means for identifying disadvantaged/handicapped non-traditional students.

3.4 Determine target group(s) to be investigated.

3.5 Administer method(s) of identification.

3.6 Score/evaluate results from implementation of identification method(s).

3.7 Complete all input data for information storage and referral.

3.8 Identify all involved disadvantaged/handicapped/non-traditional students by name, address, phone number, major.

4.0 Determine and list student's proposed educational/occupational objectives and perceived benefits.

4.1 Educate students on range of occupational/educational opportunities open to them (requirements, advancement, etc.)

4.2 Identify student's proposed job/career objectives (short/long range).

4.3 Identify student's proposed educational objectives (specific to occupation and not specific to occupation), both short and long range.

4.4 Identify student salary objectives (short/long range).

4.5 Identify student's life style objectives (short/long range): family car, place to live.

4.6 Identify student perception of benefits (short/long range) derived from achieving proposed occupational/educational objectives (salary, life style, etc.)

4.7 Compile statement of student's proposed objectives and benefits.

5.0 Identify actual skills/knowledges/attitudes required for achievement of proposed objectives, benefits derived and placement prospects.

5.1 Identify employer's/employee's statement of skills/knowledges/attitudes/benefits related to proposed objectives.

5.2 Identify DOT (Dictionary of Occupational Titles) statement of skills/knowledges/attitudes/benefits related to proposed objectives.

5.3 Identify FCC skills/knowledges/attitudes/benefits related to proposed objectives.

5.4 Identify present employment opportunity (local and national).

5.5 Identify projected employment opportunity, post graduation (local and national).

5.6 Identify requirement the student must satisfy to receive placement assistance.

5.7 Compile statement of all actual skills/knowledges/attitudes required for benefits derived from and projected employment opportunity following achievement of proposed objectives.

6.0 Determine student's skill/knowledge/attitude levels in areas required for achievement of identified objectives.

6.1 Identify possible methods of determining student levels in areas identified in 5.4.

6.2 Select/obtain method of determining student's levels in areas identified in 5.4.

6.3 Administer methods of determining student levels in areas identified in 5.4.

6.4 Score/evaluate methods administered to determine student levels in areas identified in 5.4.

7.0 Identify all discrepancies between required skill/knowledge/attitude levels and those of students.

7.1 Identify all discrepancies between required skill/knowledge/

attitude levels and student levels as defined in 5.4 and 6.4.

7.2 Identify all discrepancies between actual benefits identified in 5.4 and perceived benefits identified in 4.0 specific to the proposed objectives.

7.3 Compile all discrepancies identified.

8.0 Translate all discrepancies into support objectives required to achieve educational/occupational objectives.

8.1 Identify who is to perform.

8.2 Identify what is to be performed (specific to removing discrepancies).

8.3 Identify when the objective will be accomplished.

8.4 Identify how achievement of the objectives will be measured (technique, instrument, or method).

8.5 Identify measurable criteria of evaluating whether or not discrepancy has been eliminated (how well the student must be able to perform).

8.6 Identify any limitation within which the student or institution must operate in achieving or evaluating the objective (time, financial, sequence, etc.).

8.7 Produce composite performance-based statements of elements 6.1 - 6.6 which can be easily understood by all involved parties (staff, student, parent, community, etc.).

9.0 Identify all course objectives required to achieve the student's educational/occupational objectives.

9.1 Identify who is to perform.

9.2 Identify specifically what is to be mastered (both at the program and course level).

9.3 Identify when the objectives must be accomplished (time limits).

9.4 Identify how student mastery of the objectives will be measured

(techniques, instrument, method).

9.5 Identify measurable criteria of evaluating whether or not the student has demonstrated mastery (not norm referenced--must be specific to what is to be mastered, i.e., criteria referenced).

9.6 Identify any limitations within which the student or institution must operate in mastering or evaluating the objectives.

9.7 Produce composite mastery-based statements of elements 9.1 - 9.6 which can be easily understood by all involved parties (staff, student, parent, community).

10.0 Identify methods/means available to help student achieve support/course objectives (on/off campus).

10.1 Develop a system of communication/education detailing all programs/services/personnel on campus capable of providing remedial support in achieving the objectives identified in 5.4*

10.2 Develop a system of communication/education detailing all programs/services/personnel on campus capable of providing the student with assistance in achieving the course work objectives identified in 5.4*.

10.3 Develop a system of communication/education detailing all programs/services/personnel off campus capable of providing the student with assistance in achieving the course work objectives identified in 5.4*.

10.4 Develop a system of communication/education detailing all programs/services/personnel off campus capable of providing remedial support in achieving the objectives identified in 5.4*.

*Including what their limits are, how to qualify, specific outcomes they can produce, specific requirements of support, commitments required of the student, benefits derived from effort.

10.5 Identify programs/services/personnel on-campus required to assist the student in achieving his/her support objectives defined in 8.7*.

10.6 Identify programs/services/people off-campus required to assist the student in achieving his/her support objectives defined in 8.7*.

10.7 Identify programs/services/personnel on-campus required to assist the student in achieving his/her course work objectives defined in 9.7*.

10.8 Identify programs/services/personnel off-campus required to assist the student in achieving his/her course work objectives defined in 9.7*.

10.9 Develop a composite statement of all programs/services/personnel on and off-campus required to assist the student in achieving his/her support and course work objectives, by objectives*.

*Including what their limits are, how to qualify, specific outcomes they can produce, specific requirements of support, commitments required of the student, benefits derived from effort.

11.0 Translate Selected Methods/Means Into an Action Plan Which the Student Would Implement to Achieve Objectives

11.1 Establish action plan format for easy communication with all involved (staff, student, parent, community, etc.)

11.2 Sequence all objectives and programs/services/personnel defined in 10.9 (with evaluation criteria of each) according to when they must occur to achieve the objectives defined in 4.7

11.3 Establish a composite time line of completion for each step required in 11.1 (when each must begin and end) and total time for all combined

11.4 Complete a personnel/support analysis of who would have to be involved (type of person), with what steps, until what point for each step identified in 11.1

11.5 Identify progress check points along time lines to assess progress in achieving objective (include when, who involved, what information is required, how information is to be transmitted, specific to what objectives)

11.6 Develop program budget for all objectives, including: 1) cost to institution (time, financial, commitment, personnel); 2) cost to student (time, financial, commitment)

11.7 Translate 11.1 - 11.5 into composite plan for achieving the objectives identified in 4.7

12.0 Identify All Constraints That Would Keep the Student From Successfully Completing the Plan of Action

12.1 Identify any/all commitment constraints (on the student's part) to achieving his/her objective, per the action plan

12.2 Identify any/all transportation constraints perceived by the student in achieving his/her objective, per the action plan

12.3 Identify any/all legal constraints perceived by the student to achieving his/her objective, per the action plan

12.4 Identify any/all physical/health constraints perceived by the student to achieving his/her objective, per the action plan

12.5 Identify any/all financial constraints perceived by the student to achieving his/her objective, per the action plan

12.6 Identify any/all personal constraints perceived by the student to achieving his/her objectives, per the action plan

12.7 Identify any/all family constraints perceived by the student to achieving his/her objectives, per the action plan

12.8 Identify any/all socio-cultural constraints perceived by the student to achieve his/her objectives, per the action plan

12.9 Identify any/all psychological/emotional constraints perceived by the student to achieve his/her objective, per the action plan

12.10 Identify any/all time constraints perceived by the student to achieve his/her objective per the action plan

12.11 Identify any/all other constraints felt by the student to achieving his/her objective per the action plan

13.0 Expand Plan of Action to Include Reconciliation of Identified Constraints

13.1 Compile all identified constraints

13.2 Identify programs/services/personnel/resources on and off campus capable of reconciling all identified constraints

13.3 Produce new composite plan of action for achieving objective identified by student in 4.7, per revision needed to reconcile identified constraint

14.0 Obtain Student Decision to Either Commit to the Implementation of Action Plan or Recycle to 4.0

15.0 Implement/Monitor Action Plan for Achieving Student Objectives (Remedial & Non-Remedial)

15.1 Define administrative and operational functions/responsibilities for implementing the student's action plan

15.2 Define the accountability of all programs/services/personnel involved in the implementation of the plan (including the student)--mutual accountability

15.3 Identify all parts of action plan requiring monitoring, data required from monitoring and purpose for monitoring

15.4 Develop monitoring system for all involved programs/services/personnel (form, frequency, content, method, to whom, from whom)

15.5 Notify all involved programs/services/personnel of student's intended action, per action plan

15.6 Assess feasibility of implementing student's plan of action with all involved programs/services/personnel. Identify any additional support required to implement

15.7 Obtain commitment from all involved programs/services/personnel in action plan to implement the plan as designed and per established responsibility, accountability, monitoring limits

15.8 Instruct involved programs/services/personnel on proper implementation of monitoring system

15.9 Initiate plan of action and monitoring system

15.10 Obtain progress reports from all involved programs/services/personnel, including the student as designed

15.11 Record the data obtained from the monitoring system and submit feedback to involved programs/services/personnel for adjustment as required

16.0 Assist Student With Required Placement (Career, Job, Higher Training, College, University)

16.1 Secure commitment to placement from involved students

16.2 Define student's placement objectives and requirements (what it must be and what it cannot be)

16.3 Define student's qualifications for placement in chosen area

16.4 Identify possible sources of placement meeting student's objectives and requirements

16.5 Identify qualifications required of student from organization(s)

16.6 Match/mismatch student qualifications with qualifications required by organization(s)

16.7 Identify all "matches" between student qualifications and organization(s) requirements

16.8 Submit student intent and qualifications to selected organization(s)

16.9 Secure commitment of placement from involved organization(s)

16.10 Secure commitment of student to be placed with involved organizaiton

17.0 Evaluate Effectiveness of Student/Program Efforts (Both Remedial & Nonremedial) in Achieving All Student Objectives

17.1 Identify those objectives from the action plan (support and course work) which met, exceeded or fell below their established evaluation criteria

17.2 Identify those administrative functions/responsibilities which met, exceeded or fell below the accountability standards established in 16.2

17.3 Identify those operational functions/responsibilities which met,

exceeded or fell below the accountability standards established in 16.2

17.4 Identify those student functions/responsbilities which met, exceeded, fell below the accountability standards established in 16.2

17.5 Identify those monitoring functions/responsibilities identified in 16.3 which met, exceeded, fell below the requirements set in 16.4

17.6 Identify the specific factors, forces, variables that contributed to over achievement or under achievement in 16.1

17.7 Compile all findings into a summative evaluation report

18.0 Revise as Required Based on Program Effectiveness in Reconciling Student Needs

18.1 Identify targets of revision based upon either the summative evaluation report, needs not reconciled by the college (1.13), changes in the job market place or changes in student priorities

18.2 Determine responsibility/accountability for program/service/personnel revision

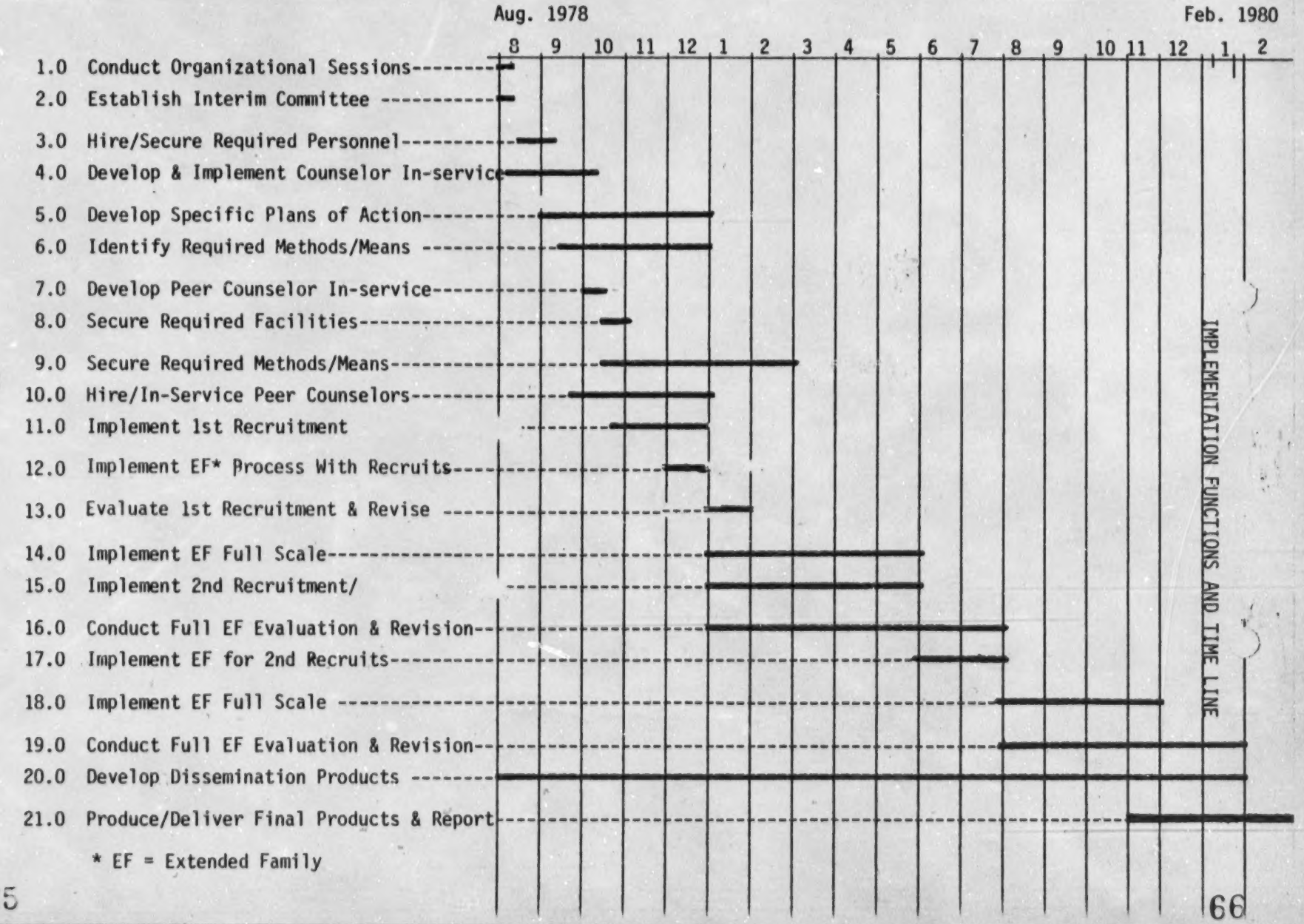
18.3 Identify/quantify exact nature of discrepancy between anticipated and actual results and factors which affected results

18.4 Develop specific revision plans to eliminate the discrepancies identified in evaluation and the factors identified in 17.6

18.5 Obtain all necessary approvals to make proposed program/service/personnel revisions

18.6 Obtain all resources required to accomplish identified revisions

18.7 Implement program/service/personnel revisions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8 9 10 11 12 1 2 3 4 5 6 7 8 9 10 11 12 1 2
1.0 Conduct Organizational Sessions
2.0 Establish Interim Committee
3.0 Hire/Secure Required Personnel
4.0 Develop & Implement Counselor In-service
5.0 Develop Specific Plans of Action
6.0 Identify Required Methods/Means
7.0 Develop Peer Counselor In-service
8.0 Secure Required Facilities
9.0 Secure Required Methods/Means
10.0 Hire/In-Service Peer Counselors
11.0 Implement 1st Recruitment
12.0 Implement EF* Process With Recruits
13.0 Evaluate 1st Recruitment & Revise
14.0 Implement EF Full Scale
15.0 Implement 2nd Recruitment/
16.0 Conduct Full EF Evaluation & Revision
17.0 Implement EF for 2nd Recruits
18.0 Implement EF Full Scale
19.0 Conduct Full EF Evaluation & Revision
20.0 Develop Dissemination Products
21.0 Produce/Deliver Final Products & Report
IMPLEMENTATION FUNCTIONS AND TIME LINE

* EF = Extended Family

NARRATIVE OF IMPLEMENTATION FUNCTIONS FOR THE EXTENDED FAMILY

1.0 Conduct Organizational Sessions: These will be meetings between the project director, the counseling supervisor and the project consultants. Out of these meetings will come the formative evaluation objectives for the eighteen months of the project. These objectives will serve as the basis for quarterly monitoring and evaluation of the implementation progress of the Extended Family by the project leadership, the prime sponsor and the project advisory board.

2.0 Establish Interim Working Committee: Members of this committee will be selected from the original Extended Family Committee. They will assist the project director in his screening and selection of counselors and peer counselors.

3.0 Hire/Secure Required Personnel: At this step, the people required to implement and monitor the Extended Family will be hired and/or invited to participate in the project. The first person hired will be the clerical person for the project. Next, the project director and interim committee will issue invitations to possible advisory board members and begin the process of recruiting and selecting the four full time counselors required to implement the project.

The advisory board will include representatives from the Department of Labor, the prime sponsor, the Fresno Youth Advisory Board, the students, major departments from the College affected by the project and the community. The board will meet quarterly and have the prime responsibility of monitoring the progress of the Extended Family in achieving its formative objectives.

The four full time counselors will be selected by the project director with the guidance of the supervisor of counselors and the interim working committee. The supervisor of counselors will speak primarily to the counseling qualifications

of a person. The interim working committee will speak primarily to whether or not the person meets the characteristics they defined for personnel to be involved, see attachment 8.

4.0 Develop and Implement Counselor In-Service: Once the four full time counselors are selected and hired, they and select interim committee members will receive intensive training in the implementation of the 18-step Extended Family Model, see page 16. They will also receive training in the systematic planning and curriculum design skills they will require to satisfy the program design requirements stated in the criterion for evaluation, see page 9.

5.0 Develop Specific Plans of Action: The counselors and select members of the interim committee will prepare specific implementation plans to detail exactly how they are going to implement the 18-step Extended Family Model and how they are going to achieve any of the overall objectives of the Extended Family that are outside of this 18-step model, see page 6. This will be a continuous effort throughout the first implementation cycle.

6.0 Identify Required Methods/Means: Each plan of action produced in 5.0 will require certain support in order to be implemented. This might include personnel, software, hardware, instructional/counseling techniques, etc. Part of the planning process will be to specifically identify exactly what support will be required. These method/means requirements will then be provided to the project director so that he can assess the feasibility of acquiring them.

7.0 Develop Peer Counselor In-Service: The counselors will now define the skills and knowledges that will be required of peer counselors. At this step, they will state what those skills and knowledges are and select the best way(s) of developing them in the peer counselors.

8.0 Secure Required Facilities and 9.0 Secure Required Methods/Means: Based on the plans of action developed by the counselors, the project director will take the steps necessary to obtain the methods/means identified by the counselors. He will also secure a facility capable of accommodating the implementation of those plans of action, as designed.

10.0 Hire/In-Service Peer Counselors: A recruitment effort will be initiated at Fresno City College, Fresno State University and in the community to find candidates for Extended Family peer counselors. These peer counselors will then be screened by the project director, counseling supervisor, counselors and interim working committee members to ensure that they match the characteristics defined for peer counselors. Following their selection, all peer counselors will complete the in-service program designed for them by the counselors.

11.0 Implement First Recruitment: This recruitment effort will have been thoroughly planned in 5.0 of this narrative. It will be implemented in October to expand the involvement of disadvantaged, non-traditional and/or handicapped community members and Fresno City College students in the five target programs.

12.0 Implement Extended Family Process with Recruits: Each student recruited will become involved in an orientation to the College which will be conducted by the counselors and peer counselors. As a part of this orientation, each student will be taken through steps 4.0 - 14.0 of the 18-step Extended Family Model, see page 16, to define their occupational/educational objectives; assess their capabilities to successfully achieve those objectives and define the plan of action they will have to implement to achieve those objectives.

13.0 Evaluate First Recruitment and Revise and 14.0 Implement Extended Family Full Scale: These would be time-shared functions. On the first day of class for the new semester, every class in each of the five target programs will receive an orientation to and an invitation to participate in the Extended Family Project.

All students volunteering will be taken through the same steps just completed by student recruits, 4.0 - 14.0 of the 18-step model. All students will then begin the semester-long process of implementing their plans of action with the support of the counselors and peer counselors.

Also during this time period, the first recruitment effort will be thoroughly evaluated to identify any revisions required to overcome failures encountered and also to make the recruitment program responsive to the new recruitment population to be focused on in the second recruitment effort. All required changes identified will be made in the recruitment program.

15.0 Implement Second Recruitment: This second recruitment effort will be a continuous one throughout the semester. It will include the same target groups focused on by the first effort but it will be expanded to include high school students in the area. In fact, the high schools will be the primary recruitment targets.

16.0 Conduct Full Extended Family Evaluation and Revision: This evaluation will be both formative (continuous) and summative (at the end of the first full implementation). The formative evaluation will monitor the ongoing effectiveness of the Extended Family and produce any "mid-course correction" that may be required. The summative evaluation at the end of our first full semester of effort will thoroughly evaluate every aspect of the program, per the sub-functions of 17.0 and 18.0 of our 18-step model, see pages 20 and 21 of attachment 9. Each part of the program will be compared to its objectives and whatever revisions are required to assure the ongoing achievement of its criterion of success will be made.

17.0 Implement Extended Family for Second Recruits: While the fine tuning identified by the full evaluation is being made, students from the second recruitment effort will be proceeding through steps 4.0 - 14.0 of our model in preparation for their semester at the College. This will be the same process completed

by the first semester students, see 12.0 of this narrative.

18.0 Implement Extended Family Full Scale: The revised Extended Family effort would be implemented with all students. The process would be the same as was implemented during the first semester, except for whatever revisions came out of the formative and summative evaluation of the first implementation, see 14.0 of this narrative.

19.0 Conduct Full Extended Family Evaluation and Revision: For the second time, every aspect of the Extended Family will be evaluated and any revisions required to ensure full achievement of all objectives will be made, see 16.0 of this narrative.

20.0 Develop Dissemination Products: This would be a continuous process throughout our implementation of the Extended Family. The Chronicle, Summary and Goal Free Analysis will be continuously completed so that all events can be recorded as they occur without any of the details being lost through lapses of memory. The journal articles will be written at the beginning and at the end of the project. The early article(s) will share what we intend to do. The later article(s) will share our degree of success in accomplishing what we set out to do. The slide/tape show and brochure will go through the same expansion as the articles, but will be maintained in a finished enough state to allow for continuous presentations to interested groups.

21.0 Produce/Deliver Final Products and Reports: A copy of all products and results achieved by the Extended Family Project will be delivered to the prime sponsor and the Department of Labor by the end of February. They will be packaged in such a fashion as to make them easily understood by anyone reviewing them. They will also be in a form that will allow any party to duplicate our Extended Family by following the procedures, plans, techniques and sample results included.

BUDGET NARRATIVE

This narrative is taken from a proposal submitted to the Department of Labor to fund the 18-month implementation of the Extended Family with 1,000 students being served per semester (2,000 total).

	Category
I. Administration	
A. Personnel	
1. Salaries	
a. Professionals I.K.M.* Project Director, 1/8 time x annual salary $35,112 = $4,389. Counselor Supervisor, 1/8 time x annual salary $35,112 = $4,389.	$ 8,778
b. Clerical Project Secretary, $900 per mo. x 18 mo. = $16,200.	16,200
2. Fringe Benefits (I.K.M. $1,172)	5,892
a. Professionals - 1/8 time x total benefits x 2 people = $1,172 (I.K.M.).	
b. Clerical - total fringe benefits = $4,720.	
B. Other Than Personnel	
1. Travel for all project personnel estimated for 18 mo. project.	3,500
2. Furniture and equipment for offices and personnel is estimated at $850. Will be supplied by Fresno City College at no cost to the project as I.K.M.	850
3. Occupancy cost in the event that space on campus cannot be found to house the staff and program. Rental cost of facilities, utilities, and maintenance was estimated at $427.78 per mo. x 18 mo. = $7,700. Given the present maximum use of all facilities, it is of the highest probability that outside facilities will be required.	7,700
4. Office operating expenses.	
a. Supplies and materials were estimated for 18 mo.	1,000
b. Telephone cost estimated for 18 mo.	1,000
c. Postage for correspondence and dissemination of project findings estimated for 18 mo.	300
d. Printing and reproduction of material for project management.	1,000

*In-Kind Matching (I.K.M.) identifies support for the project that is a contribution by Fresno City College and does not require Department of Labor Funds.

	Category
5. Consultants Two types of consultants will be required to implement the Extended Family, they are:	
a. Process and training consultants to inservice counselors and peer counselors in systematic planning and curriculum design skills; and work with the counselors as they apply these skills to the Extended Family's objectives.	
1) Fees: 75 days x $150/day.	$ 11,500
2) Expenses: travel 15 trips x $150,	2,250
hotel 60 nights,	1,526
per diem 75 days x $20.	1,500
	16,536
b. Computer consultants to modify/develop programs to more effectively and efficiently monitor program/student success.	
1) Fees: 30 days x $150/day.	4,500
2) Expenses: travel 8 trips x $100,	800
hotel 15 nights,	400
per diem 15 days x $20.	300
	6,000
6. The integrated computer systems of Fresno County Schools will be utilized to help process individual student data and monitor student/program success. Estimated costs are: 138 hrs. of computer time at $65/hr. =	9,000

II. Youth Cost

This budget area was not required by the project since the project deals with in-school students who are supported by in-school services such as financial aids, tutorial, scholarship etc.

III. Worksite Supervision Costs

This budget area is used to identify counselor/peer counselor hiring and the in-service costs for preparing them to deal with this special effort.

A. Personnel Counselor/Peer Counselors	
1. Salaries	303,430
a. Four project counselors at $100 per day x 347.5 project day = $139,000.	
b. Peer counselors, 70 x $3.00 (a median cost for combined student aide I and II) x 3 hrs. per day x 261 days = $164,430.	
2. Fringe Benefits FB per mo. $1,131.11 x 18 mo. = $20,360.	20,360
B. Other Than Personnel	
1. Supplies and materials are covered under administrative cost.	

	Category
2. Other in-service training for counselors and selected peer counselors, (four counselors + six selected peer counselors) x $300 per person = $3,000. This training is to prepare 10 counselors/peer counselors in planning and management for implementing the Extended Family Plan. Also for developing of materials and techniques for in-servicing the balance of peer counselors, 15 hr. peer counselor training program x $3.00 per hr. x 70 = $3,150 + $350 for training materials.	$ 6,500

IV. Training Cost

A. Personnel cost is covered under "III", Worksite Supervision Cost.

B. Other Than Personnel

1. Equipment for counseling labs is already provided by Fresno City College at no charge to the project.

2. Occupancy cost is described under "I", Administrative Cost, if required.

3. Operating Expense — 15,754

a. This expense is for material to be purchased or developed over the 18 months to assist the counselors and peer counselors in achieving objectives listed on page 6 of the program summary. The cost figure is an estimate based on previous experience.

b. Telephone expense is covered under "I", Administrative Cost.

c. Printing and reproduction — 2,000
The cost represented here is an estimate of production cost for printing and/or copying material to be used to support "a", immediately above, over the 18 months of the project.

V. Service Cost

The allowable cost for this area did not seem appropriate for this project.

VI. Other Program Cost — 10,000

All costs described here are required to fulfill the dissemination plan described under Project Summary, "D", Knowledge Development; pages 13 and 14.

---Developing project brochure describing the project, $1,000.

---Production and writing cost of written summary, $2,000.

Category

---Organizing and producing the project chronicle, $1,000.

---Journal articles, no charge to the project.

---Conference and convention; presentation, transportation and travel cost, $1,500.

---Slide tape shows; development and production, $4,500.

PERCENTAGES OF EXPENDITURES

I.	Administration	$ 66,956	16%
II.	Services Directly Benefiting Target Youth (Counseling and Guidance)	348,044	82%
III.	Knowledge Development	10,000	2%
		$425,000	100%